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ABSTRACT

As the entity traditionally responsible for serving the information needs of the university, research libraries have little choice but to change dramatically in the next 25 years. This SPEC Survey on library reorganization seeks to understand how librarians have sought to meet this challenge through the redesigning of their organization. Fifty-three of the 108 Association of Research Libraries (ARL) affiliated with institutions of higher education responded to the survey. Of those, 17 indicated they had completed or are currently engaged in a library-wide reorganization. Thirty-four libraries replied that they had completed, were engaged in, or planning the reorganization of specific units. Of the 35 positively responding libraries, 71% have a formal planning process in place. Among the respondents 51% attribute their library-wide organizational changes to information technology, while 46% note declining resources as an important force influencing change. Almost half of the libraries have reallocated personnel from technical services to public services. Seventeen libraries have increased the allocation of funds to support training and staff development, and 17 libraries have reallocated resources to automation and networking units. Twenty-three libraries have lost an average of 10.5 support staff, and 20 libraries report an average decline of 5.5 professional positions. The most cited outcomes of library reorganizations have been the combining of units within the libraries; new partnerships with other university units; greater emphasis on networked information; new or expanded user services; elimination of some services; and a decreased emphasis on catalog maintenance and on the collection of print materials. Organization charts and plans are provided for: the Universities of Arizona, British Columbia, Iowa, New Mexico, and Tennessee; Northwestern University; and Virginia Polytechnic Institute and State University. A list of selected readings is also included. (AEF)

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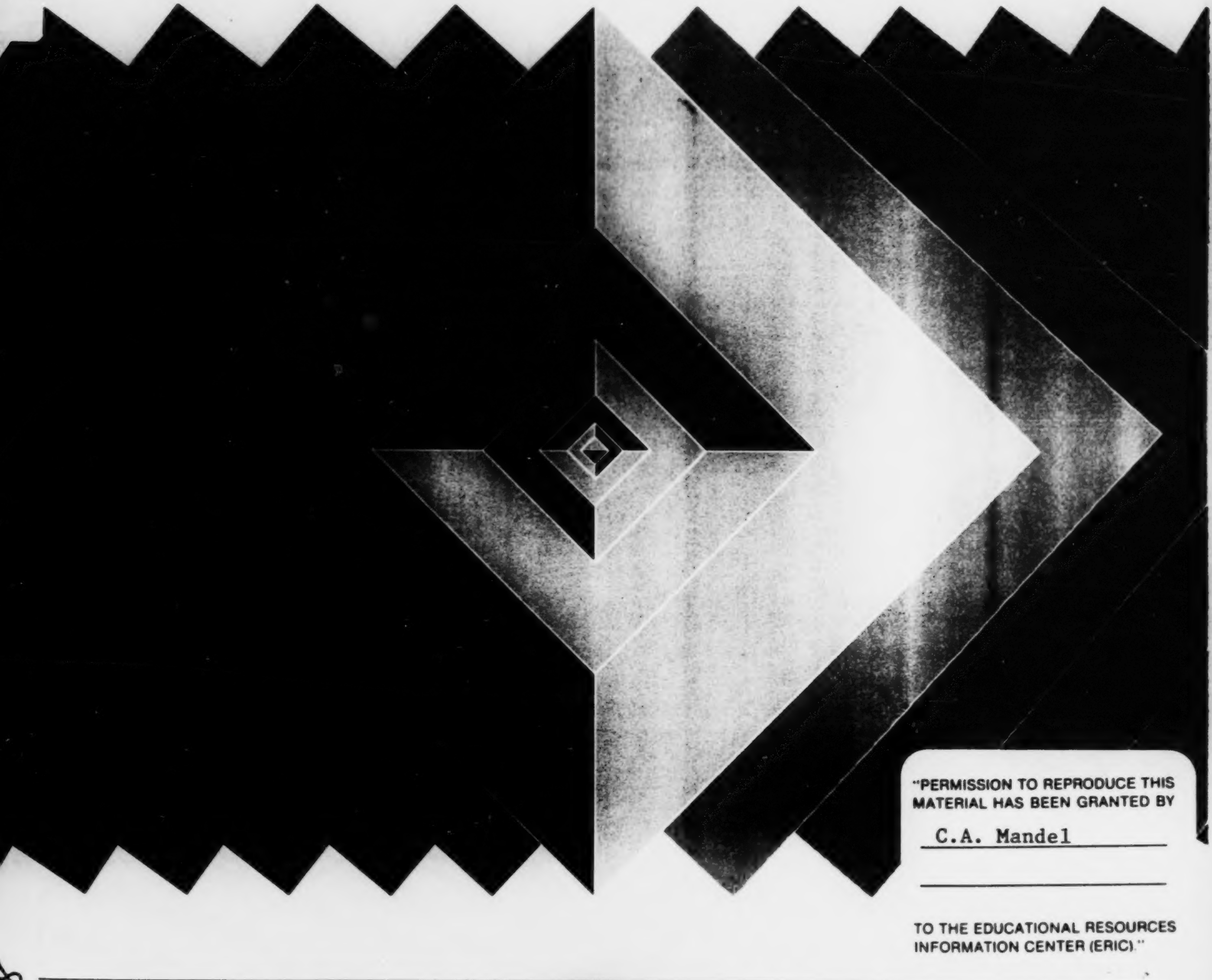
SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 215

Library Reorganization & Restructuring
May 1996

ED 396 757



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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 215

Library Reorganization & Restructuring
May 1996

INTRODUCTION

Some critics argue that there is an opportunity for universities to restructure themselves, through the use of digital technology, into vital organizations which will enhance student learning and meet the challenges of the 21st century. Institutions of higher education that seize this opportunity are destined to undergo more change in the next 25 years than they have in the past 200. Indeed, by the year 2020 it is possible to imagine a revolution in the way members of the university community teach and learn, and the way they access, transfer, and communicate information which will profoundly alter the world of higher education.

If universities are about to undergo a tremendous change through the use of digital technologies, then how are research library administrators at higher education institutions restructuring their organizations and providing the leadership, by their example, which will support and furnish direction for this transformation?

As the entity traditionally responsible for serving the information needs of the university, research libraries appear to have little choice but to change dramatically in the next 25 years. Some factors which make change inevitable, beyond the general malaise of higher education, include: declining budgets which have produced pressure for additional productivity and accountability; the potential of digital technology; changing patterns of scholarly communication; and the need to support asynchronous learning.

Certainly libraries are responding to these forces. Responses to the survey, however, indicate that change in most research libraries at this time is incremental rather than dramatic. It is possible, nonetheless, to see patterns emerging particularly relative to resource reallocation and the formation of partnerships with other university units which reflect new emphases and priorities.

SURVEY RESULTS

Fifty-three of the 108 ARL libraries affiliated with institutions of higher education responded to the survey and of those, 17 indicated they had completed, within the last three to five years, or are currently engaged in a *library-wide* reorganization. Twice as many, 34 libraries, replied that they had completed, were engaged in, or planning the reorganization of *specific units*. The units which were most often cited as affected were reference, cataloging, acquisition, interlibrary loan, and circulation and reserves.

FORMAL PLANNING PROCESS

Of the 35 positively responding libraries, 71% have a formal planning process in place, on par with 68% of the libraries responding to the August 1995 SPEC Kit 210 *Strategic Planning in ARL Libraries* which reported having been involved in a planning process within the past six years. The overwhelming majority have had a planning process in place for five or less years.

Library administrators, librarians, to a lesser extent library support staff and outside consultants are noted as participants in library planning efforts. There seems to be little involvement by members of the university community outside of the library. Twenty-two libraries (92%) conduct a regular update or review process.

INFLUENCING FACTORS

Organizational change in the responding libraries is being driven by a number of factors and for the most part, the same factors influence both library-wide and unit-specific reorganization. Among the respondents 51% attribute their library-wide organizational changes to information technology, while 46% note declining resources as an important force influencing change. Other major factors contributing to the need for change are the availability of networked information noted by 40% of the respondents and new patterns of scholarly communication cited as significant by 34% of the libraries.

OUTCOMES

As part of library-wide restructuring, almost half of the libraries have reallocated personnel with most of the movement from technical services to public services. Seventeen libraries have increased the allocation of funds to support training and staff development. In addition, 17 libraries have reallocated resources to automation and networking units. Nine libraries have entered into partnership with other academic libraries in connection with their reorganizing activities, and an equal number have applied for grants from outside agencies. Six libraries have hired professionals without an accredited library degree.

In the process of restructuring and in response to decreased resources, 23 libraries have lost an average of 10.5 support staff and 20 libraries report a average decline of 5.5 professional positions, with one respondent reporting as many as 35. The most cited outcomes of library reorganizations have been the combining of units within the libraries, new partnerships with other university units, greater emphasis on networked information, new or expanded user services, elimination of some services, and a decreased emphasis on catalog maintenance and on the collection of print materials.

The majority of libraries had an organization chart of the library both prior to and following the reorganization, though the was a slight decrease in the latter. Interestingly, less than a quarter of the responding libraries have a written document or statement as a result of their reorganization.

An equal number of libraries noted whether or not they regularly evaluate their services. Only two libraries have formal plans for evaluating their restructuring program.

CONCLUSION

The challenge for research libraries during this time of transition is captured in the following quote from the report of one of the responding libraries: "how to maximize, and encourage flexibility, ... while maintaining a structure that will channel energies into filling the Libraries' objective of providing services to clients. Achieving this balance was seen as a seismic engineering problem: stability for ongoing functionality with the capacity to absorb stress." In other words, current services must be maintained while an infrastructure is being built to support the information needs of the 21st century.

In the early nineties, 44 ARL libraries produced strategic plans (see ARL SPEC Flyer 210) which according to Richard Clement "revitalized thinking, and enabled the library to review services and effect organizational change." With several notable exceptions research library restructuring, hence organizational change, in the mid-nineties appears to be incremental rather than dramatic and transformational. With a variety of forces currently at work, most notably declining resources and the ability of communications technology to deliver information to the desktop, many libraries have been forced to restructure on an ad hoc basis without an opportunity to plan. It is almost as though research libraries are catching their breath before they proceed to realign their resources, organizational structure, and services in order to accommodate the opportunities of the Information Age.

This Kit and Flyer were compiled by Joanne D. Eustis, Director of Planning and Program Review, Information Systems and Donald J. Kenney, Associate Dean, University Libraries, Virginia Polytechnic Institute and State University and were prepared as part of the OMS Collaborative Research/Writing Program.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Library Reorganization & Restructuring

A SPEC Kit compiled by

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&
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Virginia Polytechnic Institute and State University

May 1996

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ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

SYSTEMS AND PROCEDURES EXCHANGE CENTER: SUPPORTING EFFECTIVE LIBRARY MANAGEMENT FOR OVER TWENTY YEARS

Committed to assisting research and academic libraries in the continuous improvement of management systems, OMS has worked with its constituents since 1970 to seek the best practices for meeting the needs of users. The OMS Information Services Program maintains an active publications program best known for its Systems and Procedures Exchange Center (SPEC) Kits. Through the OMS Collaborative Research/Writing Program, librarians work with OMS staff in joint research and writing projects. Participants and staff work together in survey design, writing, and editing publications that provide valuable insights and management perspectives on emerging trends, issues, and concerns of the academic and research library community. Originally established as an information source for ARL member libraries, the SPEC program has grown to serve the needs of the library community world-wide.

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SPEC Kits and Flyers can be ordered directly from the ARL Office of Management Services or through your library vendor or subscription agent. For more information contact the ARL Publications Department at (202) 296-8656, or fax (202) 872-0884. Information on this and other OMS products and services can be found on the ARL Gopher <URL:gopher://arl.cni.org> and World Wide Web <URL:http://arl.cni.org>.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 215

Library Reorganization & Restructuring
May 1996

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ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES

TO: SPEC Liaisons

FROM: Laura Rounds, OMS Program Officer for Information Services
Don Kenney, Asst Dean of Libraries, Virginia Polytechnic Institute and State University
Joanne Eustis, Director, Planning & Program Review, Information Systems
Virginia Polytechnic Institute and State University

DATE: May 16, 1995

RE: SPEC Survey and Call for Documentation on Library Reorganization

Research libraries face many different kinds of challenges today. The proliferation of information in both print and electronic formats, has enormous implications for collection development and information delivery. The changing relationships among information providers is forging an interdependence among libraries, computing, telecommunications,media services and commercial information providers. Given declining budgets, decreasing personnel resources, and finite space, research libraries must seek new approaches to serving their community. Libraries must lay the foundation for a future that will support new methods of scholarly communication. As a result, our human and financial resources must be used much more effectively, shifting from an emphasis on ownership to an active involvement in the access, retrieval, and distribution of information.

This SPEC Survey on library reorganization seeks to understand how librarians have sought to meet these challenges through the redesigning of their organization. We hope to gather information on reorganization as it affects both specific library units and the library as a whole.Please return this survey via email to Don Kenney at <kenney@vtvm1.cc.vt.edu>.

Please send all supporting documentation to Don at:

Virginia Polytechnic Institute and State University
University Libraries
P.O. Box 90001
Blacksburg, VA 249062-9001

Surveys and supporting documentation should be received no later than June 16, 1995.

21 Dupont Circle, Washington, D.C. 20036
202 296 8656 FAX 202 872 0884

SPEC SURVEY: LIBRARY REORGANIZATION

I. REORGANIZING/RESTRUCTURING

1. Has your library recently completed within the last 3 to 5 years, or is your library currently planning or engaged in, a **library-wide** reorganization?

17	Yes
36	No

2. Has your library recently completed within the last 3 to 5 years, or is your library currently planning or engaged in, the reorganization of **specific units**?

34	Yes
18	No
1	No Response

If you answered NO to both 1. and 2., please stop and return this survey.

2a. If you answered Yes to question 2., which units were affected? Check all that apply.

27	**77%**	a.	Reference
24	**69%**	b.	Acquisitions
25	**71%**	c.	Cataloging
22	**63%**	d.	Interlibrary Loan
13	**37%**	e.	Computing Services
19	**54%**	f.	Circulation/Reserve
8	**23%**	g.	Special Collections/Archives
11	**31%**	h.	Media Services
14	**40%**	i.	Branch Library Services
18	**51%**	j.	Collection Development/Management
14	**40%**	k.	Other (Please specify)

II. FORMAL PLANNING PROCESS

3. Does the library have a formal planning process?

25	**71%**	Yes
10	**29%**	No (skip to question #7)

4. Who is involved in the formal planning process for the library? Check all that apply.

21	**84%**	a.	Librarians
23	**92%**	b.	Library administrators (including director/dean)
17	**68%**	c.	Library support staff
5	**20%**	d.	Academic faculty
10	**40%**	e.	Outside consultants/facilitators
8	**32%**	f.	Members of a university/college wide library committee
4	**16%**	g.	Other (Please specify)

5. How long has the library had a formal planning process for the organization?

15	60%	a. 1-5 years
4	16%	b. 6-8 years
4	16%	c. 9-12 years
2	8%	d. more than 12 years

6. Is the library's plan reviewed/and or updated on a regular basis?

22	92%	Yes
2	8%	No
1		No Response

7. Which of the following factors contributed to your restructuring/reorganization?

	Library-Wide		Specific Units	
a. Declining resources	16	46%	15	43%
b. Increasing resources	0	0%	4	11%
c. Networked information	14	40%	11	31%
d New patterns of scholarly communication	12	34%	9	26%
e. Information technology	18	51%	13	37%
f. User demand	9	26%	8	23%
g. Institutional change	10	29%	3	9%
h. Curricular change	4	11%	3	9%
i. Interdisciplinary research	2	6%	4	11%
j. Distance learning programs	3	9%	2	6%
k. Institutional mandate	5	14%	1	3%
l. Other (Please specify)	7	20%	8	23%

III. OUTCOMES

8. What actions has your library taken as a result of restructuring/organizing? Check all that apply.

25	71%	a. Reallocation of personnel
11	31%	b. Movement of personnel from technical services to public services
2	4%	c. Movement of personnel from public services to technical services
5	14%	d. Reallocation of monies from the materials budget to the operating budget
4	11%	e. Reallocation of monies from the operating budget to the materials budget
9	26%	f. Entered into partnerships with other academic libraries
9	26%	g. Applied for grants from outside agencies
17	49%	h. Increased allocation of funds for training and staff development
17	49%	i. Reallocated resources to automation/networking units/activities
6	17%	j. Hired professionals without an accredited library degree
8	23%	k. Other (Please specify)

9. Has the library lost any support staff (non-librarian) positions within the last five years as a result of restructuring/reorganizing and/or decreased resources?

23	66%	Yes
11	31%	No (skip to question #10.)
1		No Response

9a. If yes, how many support staff (non-librarian) positions have been lost?

Range **1-23** Mean **10.5** Mode **4 and 20**

# of positions lost	# reported	# of positions lost	# reported
1	**2**	**13**	**1**
1.5	**1**	**15**	**1**
3	**1**	**16**	**2**
4	**3**	**19**	**1**
4.5	**2**	**19.5**	**1**
5.5	**1**	**20**	**3**
6	**1**	**23**	**1**
10	**1**		

10. Has the library lost any professional positions (librarians and administrative staff) within the last 5 years?

20	**38%**	Yes
13	**26%**	No (skip to question #11)
2		No Response

10a. If yes, how many professional positions (librarians and administrative staff) have been lost?

Range **.5-35** Mean **5.5** Mode **2**

# of positions lost	# reported	# of positions lost	# reported
0.5	**1**	**8**	**1**
1	**3**	**9**	**1**
2	**5**	**10**	**1**
3	**2**	**12**	**1**
5	**2**	**16**	**1**
7	**1**	**35**	**1**

11. What have been the results of your reorganization? Check all that apply and list or explain where applicable.

26	**74%**	a.	Combining of specific units within the library
11	**31%**	b.	Entered into partnerships with other university (non-library) units
19	**54%**	c.	New or expanded user services
8	**23%**	d.	Privatizing of some services or functions
13	**37%**	e.	Eliminating of some services or functions
19	**54%**	f.	Placed greater emphasis on networked information
8	**23%**	g.	Decreased emphasis on the collection of print materials
9	**26%**	h.	Decreased emphasis on catalog maintenance
5	**14%**	i.	Taken more active role in electronic publishing/scholarly communications
4	**11%**	j.	Other (Please specify)

IV. DOCUMENTATION

12. Does the library have a vision statement?

24	**69%**	Yes (please enclose a copy)
10	**29%**	No
1		No Response

13. Does the library have a written statement/document as a result of restructuring/reorganizing?

8	**23%**	Yes (please enclose a copy)
22	**63%**	No
5		No Response

14. Did you have an organization chart of the library before your reorganization?

31	**89%**	Yes (please enclose a copy)
2	**5%**	No
2		No Response

15. Do you have an organization chart of the library after your restructuring/reorganization?

25	**71%**	Yes (please enclose a copy)
8	**23%**	No
2		No Response

V. EVALUATION

16. Does the library regularly evaluate its services?

17	**49%**	Yes (please enclose a copy)
17	**49%**	No
1		No Response

17. Does the library have a formal evaluation plan for the restructuring/reorganization?

2	**5%**	Yes (please enclose a copy)
30	**86%**	No
3		No Response

Please enclose copies of past and current organizational charts of the library and/or units that have been reorganized.

RESPONDING INSTITUTIONS

University of Alabama
University of Alberta
University of Arizona
Arizona State University
Boston University
Brigham Young University
University of British Columbia
Brown University
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, Santa Barbara
University of Colorado
Colorado State University
Emory University
University of Florida
Georgetown University
University of Georgia
Georgia Institute of Technology
Guelph University
University of Hawaii
University of Houston
University of Illinois, Urbana
Indiana University
Johns Hopkins University
University of Kentucky
Library of Congress
Louisiana State University
University of Massachusetts
Massachusetts Institute of Technology
Michigan State University
University of Nebraska
University of New Mexico
North Carolina State University
Northwestern University
Notre Dame University
University of Oregon
University of Pennsylvania
Purdue University
Rice University
University of Saskatchewan
Syracuse University
Temple University
University of Texas
Tulane University
University of Virginia
Virginia Polytechnic Institute and State University
University of Washington
Washington University, St. Louis
University of Waterloo
University of Wisconsin
Yale University

ORGANIZATION CHARTS AND PLANS

UNIVERSITY OF ARIZONA LIBRARY

VISION STATEMENT FOR THE YEAR 1998

IN 1998 The University of Arizona Library is a primary gateway to information resources and is fully integrated into the teaching and research functions of the University. The Library will not necessarily own all materials needed, but will have electronic access systems in place to acquire copies of books, articles, etc., needed by our users. An infrastructure of technology, facilities, and personal assistance supports a wide variety of information gathering behaviors to meet the needs of diverse users whose purpose, subject knowledge, and research sophistication vary widely. The collections of the library continue to grow and remain physically accessible to users. Locally held materials and items obtained from remote sources are requested by and delivered to patrons at service points, offices and laboratories on and off campus. Users have direct access to state, regional, national and international library catalogs, and agreements for electronic delivery of materials are in place.

The core of user activity is in the information center, a large, open access service area that houses service points for research assistance, document delivery, multi-use computer workstations, and group and individual study areas. The information center provides access to local and national bibliographic, full-text, and multimedia databases. Users may also prepare texts, send messages, complete self-paced learning modules using the center's workstations. In-depth assistance in utilizing the variety of access tools is available from discipline-oriented service centers in the Library and distributed around campus. Users may request assistance from the subject specialists through an online message system or a video conferencing station.

By 1998, the United States will have a mature information superhighway providing storage and high-speed transferring in text, voice, and graphic formats. This network, created by the National Research and Education Network (NREN), will be essential to the educational needs and research activities of academic institutions. Librarians at the University of Arizona, like their colleagues around the country, will play a dynamic role in creating and accessing this information across national and international networks. Furthermore, librarians will be working closely with colleagues at school, public, and corporate libraries, as well as with persons not directly affiliated with the University. The Library will be recognized for its contribution to economic development of the region and state through its role in a collaborative creation of networks and databases and its provision of critical information in both electronic and print format. The Library will be seen as leading the transition to an Information Society.

In the 1998 library, librarians are involved in teamwork in their primary jobs and have the opportunity to participate in work activity outside their primary work area. Many librarians are members of subject teams. They are full partners in the aggregation, interpretation, dissemination, and the application of knowledge and in the quest for new knowledge. They use their expert knowledge to build and integrate local and national databases, identify source availability, develop local collections, gateway access systems and knowledge management capabilities, and teach students and faculty how to connect directly to needed information. Librarians have established their role on campus as leaders in development of information policy and continue to bring their expertise to bear in local and national forums. They continually assess needs and connect users to appropriate sources housed locally or available remotely. They take responsibility for educating the campus in information policy and economics. They collaborate with researchers in identifying, analyzing, and developing information that transforms and extends human knowledge.

The career staff are experts in library support functions that facilitate access and knowledge. Their teamwork with librarians and other career staff help the dissemination of knowledge as they create and manage data bases, work with vendors and network partners to acquire and deliver information, manage receipt and organization of local collections and provide orientation, information and referral services. Career staff are working at the top of their job classifications and have opportunities to participate in a variety of work activity and to gain in experience and expertise.

In 1998, the Center for Creative Photography, Special Collections, and Southwest Folklore Center will share a common role in collecting, preserving, and providing access to unique historical and artistic records of human accomplishment and creativity. These units have a responsibility to educate a national and international community about their collections through creative and innovative programming, seminars, exhibitions, and publications. The Center for Creative Photography will maintain its position as one of the world's great repositories for archives of contemporary creative photography with an active commitment to research, exhibition, preservation, publication, and education. Special Collections and the Southwest Folklore Center will build on decades of commitment to the systematic collection of historical and contemporary research materials of the Southwest/Borderlands and remain the most significant research facility in the region. By 1998 access will have been created for printed, photograhpic, manuscript as well as audio and visual resources using technological developments available in the Library's online environment.

Political and technological developments that must occur for this vision to be supported include: the implementation of sophisticated local and national automated systems, the development of a national broadband network that facilitates access, agreements on strategies for preservation of research library collections, and local technical support from a team of specialists from the library and the computing center. The information center concept will be the result of a partnership between the library, the faculty, the students, the computing center and the administration.

**Special Note: Throughout this document, the term "librarian" refers to all administrative and academic professional employees of the University Library, who may and do represent a variety of professions in order to support its mission, meet its goals, provide services, and care for its collections.

(Adapted from Jurow and Webster in "Building New Futures for Research Libraries" in Creative Planning for Library Administration: Leadership for the Future, N.Y., Haworth Press, 1991.)

UNIVERSITY OF ARIZONA LIBRARY

MISSION STATEMENT

The Library insures access to knowledge and information resources and educates students and faculty in the most effective methods of identifying and acquiring information resources to meet their curricular and research needs. The Library provides leadership in the development of information policy for the campus and plays a key role in instruction, knowledge development, creativity, cultural transmission, and the scholarly communication process.

The Library provides an environment for free and open inquiry, fostering the interpretation, integration, and application of knowledge in all fields. It strives to create and support a pluralistic, highly qualified, and flexible library faculty and staff committed to excellent service, continuous learning, and the values of the education experience.

UNIVERSITY OF ARIZONA LIBRARY

ASPIRATION STATEMENT

The U of A Library has achieved excellence in its building of comprehensive research collections, its dedication to high quality service and its commitment to affirmative action and staff development. On this solid foundation we want to design an organization in which we can continue to learn, to assess our environment and to integrate new strategies into our work, thus and constantly enhancing our ability to achieve our mission.

We want to become a learning organization where every staff member has an opportunity to grow and contribute, is listened to, respected, treated fairly and can participate in the teamwork it will take to be successful.

We want staff to take satisfaction from accomplishments and friendships, balanced personal and professional lives, and to have fun in our endeavors.

Types of Leadership Necessary to Make Our Aspirations a Reality:

Behaviors: Leadership that exemplifies directness, openness to influence, commitment to the success of others, willingness to acknowledge our own contributions to problems, personal accountability, team learning and trust. Not only must we model those behaviors, but we must coach others to adopt them.

Vision: Leadership that encourages personal vision and encourages commitment to a shared vision of the future. By understanding the need to connect, collaborate, dialogue, listen and co-create the vision for the future, we will be able to adapt and change the organization as we change and grow.

Diversity: Leadership that values a diverse workforce (age, ethnic group, gender, sexual orientation, differently abled, religion) at all levels of the organization, diversity in experience, and a diversity in perspectives. We are committed to taking full advantage of the rich backgrounds and abilities of our staff and to promote greater diversity in positions of influence. Differing points of view will be sought; diversity will be valued and honesty rewarded, not suppressed.

Recognition: Leadership that provides greater recognition, both financial and personal, for individuals and teams that contribute to our success and model our values. Recognition must be given to all who contribute: those who create and innovate, those who model and teach, and those who continually support the day-to-day activities that result in helping achieve our mission.

Fair and Ethical Management Practices: Leadership that epitomizes fairness and ethical practices. Expectations for ethical conduct must be clear and standards enforced throughout the organization. No one should be exploited or harassed. All employee rights should be honored.

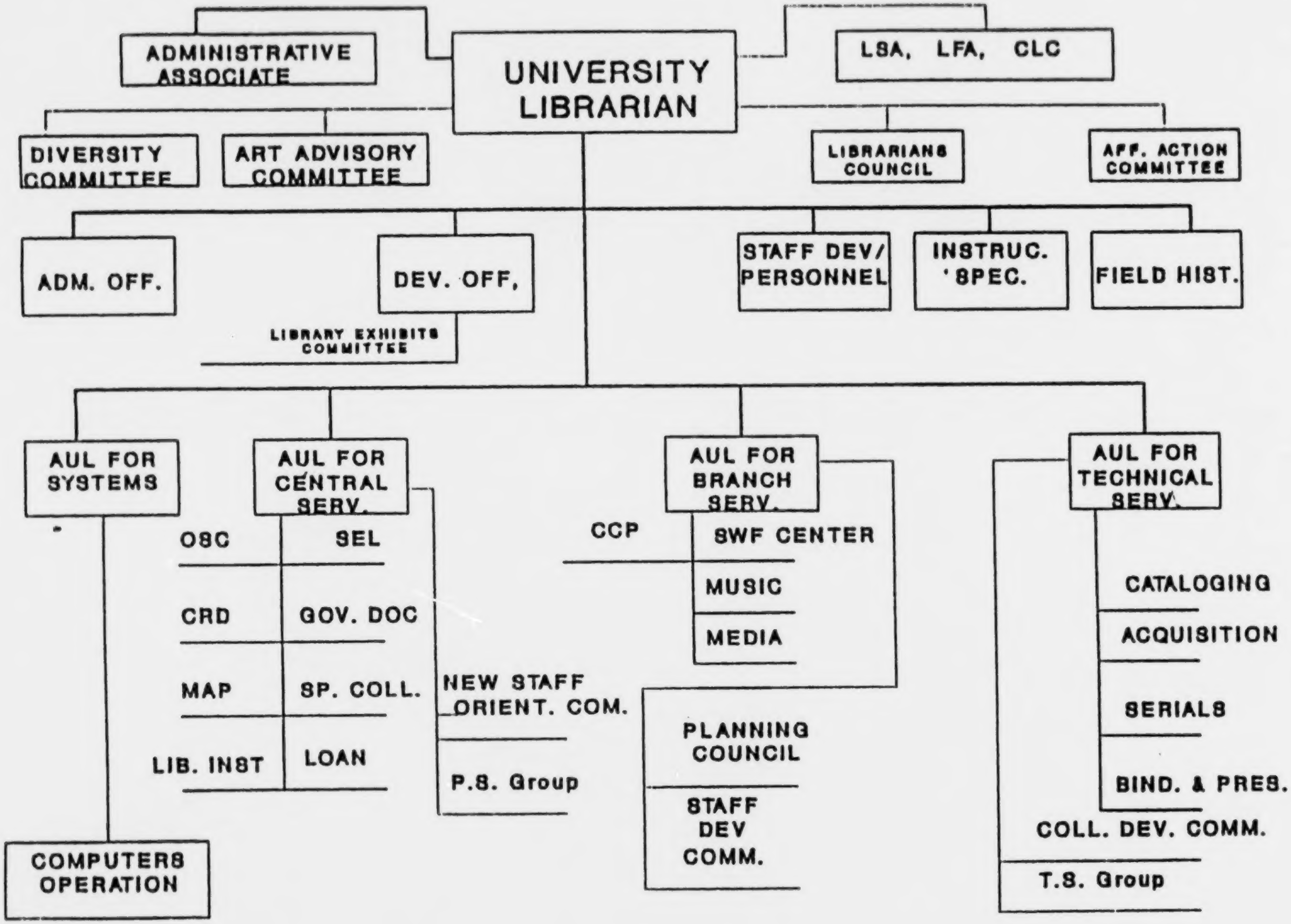
Communication: Leadership that shares all relevant information with teams and individuals and is able to articulate the mission, goals, policies and guiding principles of the organization. Staff must know what is expected of them, must be consulted and listened to, and must receive timely and honest feedback on their performance and career aspirations.

Empowerment: Leadership that increases the authority and responsibility of those closest to the creation of access systems and who teach, assist and collaborate with faculty and students. Innovation and risk taking are an important element to achieving the shared vision. By actively pushing responsibility, trust and recognition to those within the organization we can all grow, learn and pool our collective capabilities to achieve our mission. Innovation and risk taking are an important element to achieving the shared vision.

Learning Environment: Leadership that values an individual's capability to learn, grow and become able to contribute to the achievement of the shared vision at higher and higher levels of competency and which provides an environment that supports this growth, eliminates the need for layoffs, and supports appropriate pay levels.

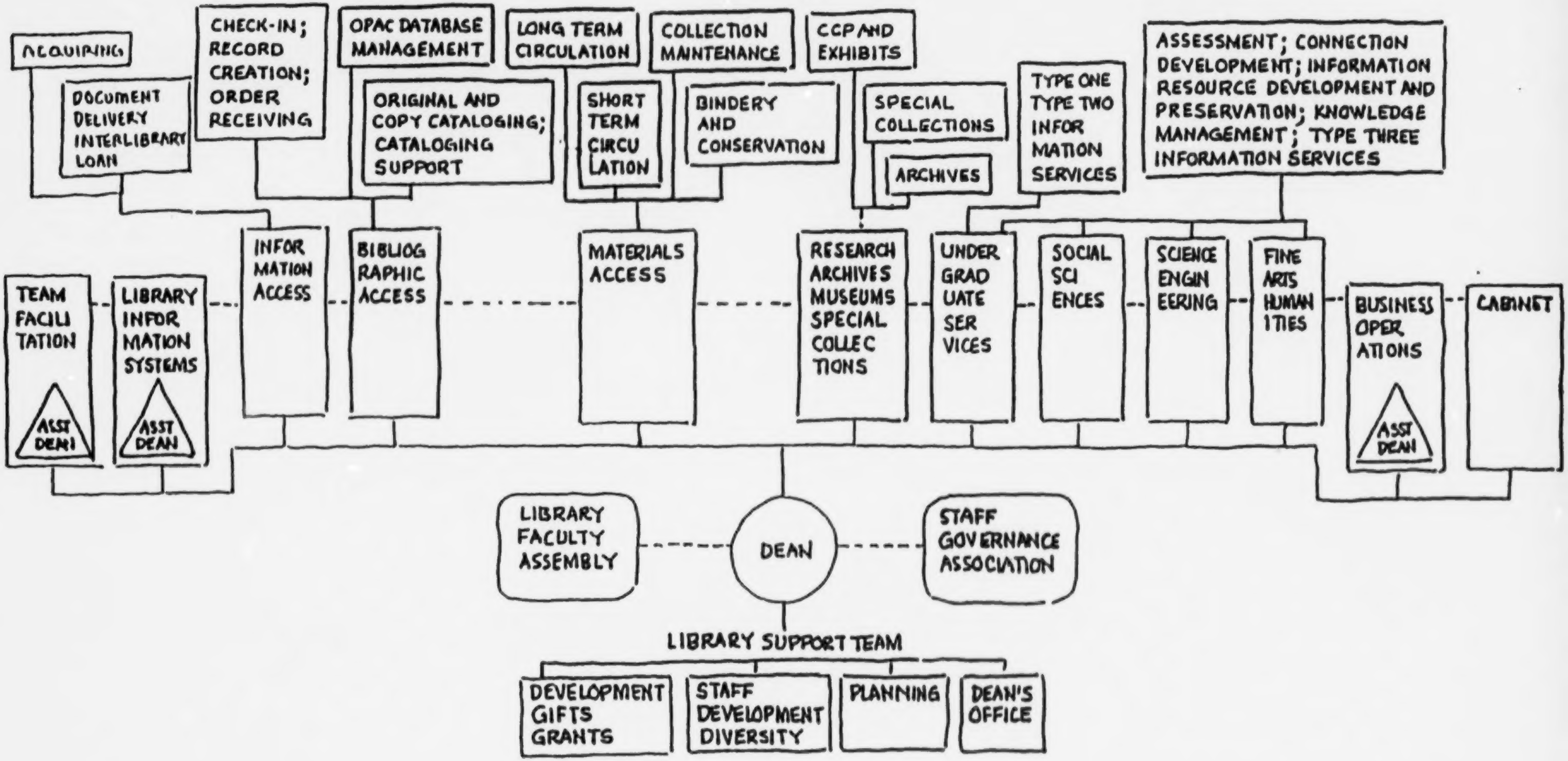
(Modelled after the Levi-Strauss & Co. Mission and Aspiration Statement in Learning to Lead: The Art of Transforming Managers into Leaders by Jay A. Conger, Josey-Bass, 1992, p. 206)

January 1992


UNIVERSITY LIBRARIAN
ADMINISTRATIVE ASSOCIATE
LSA, LFA, CLC
DIVERSITY COMMITTEE
ART ADVISORY COMMITTEE
LIBRARIANS COUNCIL
AFF. ACTION COMMITTEE
ADM. OFF.
DEV. OFF,
LIBRARY EXHIBITS COMMITTEE
STAFF DEV/ PERSONNEL
INSTRUC. 'SPEC.
FIELD HIST.
AUL FOR SYSTEMS
COMPUTERS OPERATION
AUL FOR CENTRAL SERV.
OSC
SEL
CRD
GOV. DOC
MAP
SP. COLL.
LIB. INST
LOAN
NEW STAFF ORIENT. COM.
P.S. Group
AUL FOR BRANCH SERV.
CCP
SWF CENTER
MUSIC
MEDIA
PLANNING COUNCIL
STAFF DEV COMM.
AUL FOR TECHNICAL SERV.
CATALOGING
ACQUISITION
SERIALS
BIND. & PRES.
COLL. DEV. COMM.
T.S. Group

June 1995

Library Organization


ACQUIRING
DOCUMENT DELIVERY INTERLIBRARY LOAN
CHECK-IN; RECORD CREATION; ORDER RECEIVING
OPAC DATABASE MANAGEMENT
ORIGINAL AND COPY CATALOGING; CATALOGING SUPPORT
LONG TERM CIRCULATION
SHORT TERM CIRCULATION
COLLECTION MAINTENANCE
BINDERY AND CONSERVATION
CCP AND EXHIBITS
SPECIAL COLLECTIONS
ARCHIVES
TYPE ONE TYPE TWO INFORMATION SERVICES
ASSESSMENT; CONNECTION DEVELOPMENT; INFORMATION RESOURCE DEVELOPMENT AND PRESERVATION; KNOWLEDGE MANAGEMENT; TYPE THREE INFORMATION SERVICES
TEAM FACILITATION
ASST DEAN
LIBRARY INFORMATION SYSTEMS
ASST DEAN
INFORMATION ACCESS
BIBLIOGRAPHIC ACCESS
MATERIALS ACCESS
RESEARCH ARCHIVES MUSEUMS SPECIAL COLLECTIONS
UNDERGRADUATE SERVICES
SOCIAL SCIENCES
SCIENCE ENGINEERING
FINE ARTS HUMANITIES
BUSINESS OPERATIONS
ASST DEAN
CABINET
LIBRARY FACULTY ASSEMBLY
DEAN
STAFF GOVERNANCE ASSOCIATION
LIBRARY SUPPORT TEAM
DEVELOPMENT GIFTS GRANTS
STAFF DEVELOPMENT DIVERSITY
PLANNING
DEAN'S OFFICE

Restructuring Plan
(revised February 16, 1995)

INTRODUCTION

The UBC Library faces the following issues and challenges:

- static or diminishing funding for higher education;
- rapid technological developments;
- changing University priorities and programs;
- increasing prices for information resources and infrastructure;
- salary increases that must be absorbed at the departmental level;
- changing information needs and expectations of our clients;
- delivery of new services and reduction/elimination of old, unwanted services;
- need to introduce operating efficencies.

If we are to retain our role as the chief information provider on campus, we must restructure to address the above and to avoid the following:

- reduced hours of service;
- reduced levels of service;
- computer systems that are unreliable;
- insufficient equipment for our primary clientele to access the Library's information resources;
- insufficient equipment for our staff to function effectively;
- reduction of Library instructional and teaching programs.

A. PRINCIPLES

The Restructuring Plan will be developed and implemented in accordance with the following principles.

1. Continue working within the framework of the University's strategic plan and mission, the Library's Strategic Plan (mission, values, strategies, assumptions), and University restructuring initiatives and changes in priorities.

2. Be open and honest.

3. Question everything. Nothing is sacred.

4. Make basic services to all primary UBC client groups a priority (a list of basic services/procedures is being developed).

5. Be sensitive to needs of faculty, students, other client groups, and our staff.

6. Recognize and accept that the number of staff positions funded from the operating budget will decrease.

    - The impact of this will be distributed and shared as much as possible.

- We will pursue other sources of funding for staff-endowed positions, grant-funded positions, fee-for-service positions.

- We will continue to try to avoid layoffs by using:

  (i) attrition and non-replacement (resignations, transfers to other departments, normal retirements, other severances, delays in filling vacancies);
  (ii) voluntary measures (early retirement and early termination, new assignments/reassignments, shared appointments, changes to part-time or sessional appointments, voluntary leaves without pay);
  (iii) involuntary methods (reassignments/new assignments, re-allocation)
- Staff will be trained for new responsibilities.

7. Continue to use the project and change management strategies that have been successfully employed during the past few years to develop and implement specific restructuring projects. These strategies include:

   - identify objectives and desired outcomes; and focus on them;

   - involve clients, staff, and other stakeholders;

   - provide opportunities for consultation and information;

   - use a clearly defined process that identifies tasks, responsibilities, and timelines;

   - monitor and evaluate progress continuously; revise plans when necessary;

   - "sign-off" at completion; this includes an explicit acknowledgement of completion, plus an evaluation of overall success.

8. Publicize the plan and its rationale to our clients and staff, and encourage and respond to feedback.

9. Our decision-making process for restructuring will ensure wide consultation with faculty, students, other client groups, Library Advisory Committees, and the Library's staff. All Library managers (including Branch & Division Heads) will play a key role in seeing the Library through its restructuring. They will have input to the decisions that, ultimately, have to be made by the Library Administration. They will act as process assisters by providing information and feedback both to their staff and to the Library Administration.

B. PRIORITIES

In developing its Restructuring Plan, the Library will maintain a balance between services and collections, ownership and access, and print and electronic formats which meets the needs of our primary clientele. Restructuring options should address both the short and long term, according to the following priority:

1. Support basic services to UBC faculty, staff, and students (the primary clientele) as a first priority by:
    a. Ensuring access to library facilities (maintaining/improving hours) and local online information resources.
    b. Keeping library material shelved in good order.
    c. Providing basic circulation and photocopying services.
    d. Ensuring access to information through the provision of consultation and teaching programs.
    e. Providing needed print and electronic resources.
    f. Ensuring adequate support services to provide these basic client services.
2. Consider all other services as secondary, and where necessary, reallocate their resources to support basic services to the primary clientele.
3. Provide services to non-UBC clients (the secondary clientele) on a full fee-for-service basis.

C. STRATEGIES

Our overall strategy is to maintain or improve services while budgeting for the information infrastructure and for innovation by restructuring the Library organization. It is clear that we must work primarily with what we have -- existing staff and budgets. However, we will also pursue all other possible and appropriate resource and funding options such as increased or special funding from the University, fund-raising and cost-recovery/revenue generation from new and value-added services.

1. Staffing

The rationale here is to retain staff skills, but fill vacancies from within the Library as much as possible to achieve budget savings for reallocation to Library first priorities.

a. Focus our staff resources on client services.

b. Use reassignment of staff to fill vacancies that must be filled.

c. Be aware of our various bargaining unit contract provisions. Maintain a balance between the various bargaining units when staff transfers or reductions are necessary.

d. Continue to encourage voluntary staff reductions.

e. Consider staff renewal options under the above restraints.

2. Budget

Reallocate budget savings to critical Library needs, such as:

a. The information infrastructure.

b. Innovation.

Show progress toward budget goals by reallocating to the various budget sectors as we make savings.

a. Realistically fund our budget sectors -- both the existing ones and any new ones.

b. Explicitly assign either all or a portion of staff vacancies which we plan to give up to specific budget sectors.

c. Increase fee-for-service revenue.

3. Rationalize service points

This includes rationalizing their priorities, work assignments, and staffing. We need space to group staff and services. In order to get space, we need to move more books to storage. There are currently over 45 service points. Aim within two to three years to reduce that number to eight. Build in self-service options at every opportunity. Refer to attached Service Point Table for a rough outline of current service points and their 1993/94 rough costs.

4. Communication and consultation

Consult with Library staff and the University community as well as the broader community.

Service Point Table

Client Services

Administration & technical services		Direct client services	
*General Administration	$760,738	Main Lib. Circ.	$1,011,287
Preservation	19,604	Fine Arts Lib.	222,216
Staff development	29,328	Gov. Pubs.	426,880
Librarians' travel grants	10,833	HSS Div.	661,241
Collect. accting	153,121	HSS Periodicals	93,907
Pub. serv. admin.	81,716	Info & Referral	194,399
Graphics	85,518	ILL	216,130
Systems	869,279	Map Lib.	110,971
**Order Division	1,126,215	Sci. & Eng.	363,322
**Catalogue Division	2,140,476	Spec. Coll.	359,709
Chinese	118,978	PATSCAN	9,738
Ed/AV	160,316	Asian Library	364,642
Europ.	178,758	Crane	248,509
English	226,491	Education	558,059
Indic/Law	146,860	Data	183,257
Japanese	85,890	Law	494,251
Music/FAL/Korean	137,476	MacMillan	209,655
Science	168,628	Math	79,344
Serials	156,899	Music	192,589
Slavic	80,812	Sedgewick/Wilson	891,595/18,970
**Cat. Maint.	221,703	Woodward	1,240,679
(cost split between OD & CAT)		BMB	144,202
		HSN	290,880
		Hamber	189,510
		St. Paul's	158,107
		Lam	69,659

*Includes human resources, financial services, facilities management, the Library mailroom, and over $150,000 for system-wide supplies, postage, printing, and a new Library Delivery van.

D. PROCEDURES

Every vacant position is reviewed at the weekly Library Admin. meeting in the context of the priorities established by the Restructuring Plan, and one (or more) of the following options is selected:

a) do not fill the position at all;

b) do not fill the position for a specified period;

c) fill the position by reassignment of other Library staff;

d) fill the position by distribution of duties to other Library positions (within the unit or to other units);

e) fill the position by posting;

f) combination of two or more of the above options.

Option A - Do not fill the position at all

1. The unit is informed of the decision, and asked to implement temporary measures (if necessary) to cover the vacancy.
2. Library Admin. reallocates budget savings to one or more of the critical library areas identified in the Restructuring Plan.

Option B - Do not fill the position for a specified period

1. The unit is informed of the decision, and asked to implement temporary measures (if necessary) to cover the vacancy.
2. Upon expiration of the specified period, the position is reviewed again at the weekly Library Admin. meeting.

Option C - Fill the position by reassignment of other Library staff

1. Duties of the vacant position are analyzed by the Library Admin. and the affected unit head to determine the best reassignment strategy. For example, Can some duties be stopped or eliminated? Can duties be grouped in a way that makes reassignment easier? Can more than one staff member, including staff from different units, be reassigned in order to cover the duties? Can one staff member cover responsibilities in more than one unit?
2. Library Admin. in consultation with relevant unit heads identifies the most appropriate unit(s) which can provide staff for reassignment.
3. Head(s) of prospective "source" units are asked to select staff for reassignment by meeting with appropriate staff in their unit to explain the situation and ask for volunteers. If there are no volunteers, staff members will be selected by the "source" unit head for reassignment. (This step will involve consultation with the appropriate AULs and sensitivity to the requirements of relevant collective agreements.)
4. There will be a meeting with the selected staff members, the "source" unit head, the new unit head, a bargaining unit representative, and the AUL for Admin. Services to review the terms of the reassignment, answer questions, etc. and arrange implementation.
5. Library Admin. reallocates budget savings to one or more of the critical library areas identified in the Restructuring Plan.

Option D - Fill the position by distribution of duties to other Library positions

1. The duties of the vacant position are analyzed by the Library Admin. and the affected unit head to determine the best distribution strategy. For example, can duties be grouped in a

way that makes distribution easier? Can some duties just be stopped/reduced? Can they be distributed within the unit and/or to other units?

2. If other units need to be involved, the Library Admin. and the relevant unit heads identify the most appropriate unit(s) as targets for distributing duties.

3. Head(s) of possible "target" units are asked to prepare an implementation plan for incorporating the new duties in their area. (This step will involve consultation with the appropriate AULs and sensitivity to the requirements of relevant collective agreements.)

4. The implementation plan is reviewed and approved by the Library Admin. There will be a meeting with the staff members affected, the unit head, a bargaining unit representative, and the AUL for Admin. Services to review the distribution of duties, answer questions, etc. and arrange implementation.

5. Distribution of duties is implemented. (This will involve meetings, possibly the development of a basic "project plan", depending on the extent of change, and training.)

6. Library Admin. reallocates budget savings to one or more of the critical library areas identified in the Restructuring Plan.

Option E - Fill the position by posting for applicants

1. Established procedures for advertising and filling vacancies are followed.

Option F - Combination of two or more of the above options

1. Combine various options and their associated procedures in the most appropriate manner.

2. Library Admin. reallocates budget savings to one or more of the critical Library areas identified in the Restructuring Plan.

E. SERVICE POINT REORGANIZATION

The medium term organization for the UBC Library would see the following units or clusters. The clusters would include integration in logical groupings of support services such as cataloguing, ILL, ordering, etc.

1. HSSD, Sedgewick, Gov Pubs, HSSD Periodicals, Data
2. Fine Arts, Special Collections, Archives, Maps, Music, Wilson
3. Sciences & Engineering, Math, Life Sciences, MacMillan
4. Education
5. Lam
6. Law
7. Asian

The goals for the next two to three years are proposed as follows:

Reduce the 45 service points described in the strategies section to the following clusters:

1. HSSD, Sedgewick, Gov Pubs, HSSD Periodicals, Data
2. Fine Arts, Special Collections, Archives, Maps, Music, Wilson
3. Sciences & Engineering, Math
4. Life Sciences, MacMillan
5. Education
6. Lam
7. Law
8. Asian

First Phase:

1. HSSD, Gov Pubs, HSSD Periodicals, Sedgewick & Data would be integrated into Koerner along with the units that support them.
2. Special Collections, Archives & Maps, Fine Arts would be integrated into the Main Library Building along with the support units required to support them.
3. Math would be integrated into Science and Engineering and services reorganized.
4. Music/Wilson would be integrated and services reorganized.
5. MacMillan/Woodward would be integrated and services reorganized.
6. Each unit would be staffed to provide an integrated package -- selection, ordering, serials, cataloguing, ILL, circulation, document delivery, reference & instruction, liaison or would draft these services from another of the units listed above, for example processing for Education and/or Lam. may be done in Koerner or Main.
7. Coordination would be required across the Library system for circulation, serials, orders, cataloguing, electronic services, undergraduate services, publications and instruction, interlibrary loans.
8. Main and Koerner Libraries would each have a single circulation service point.
9. Self service checkout will be introduced in Sedgewick, Education & Woodward by September 1995; in Main as soon as possible; and in Koerner at opening.
10. Asian Library would be the first location for integration of public services with a full spectrum of processing services.

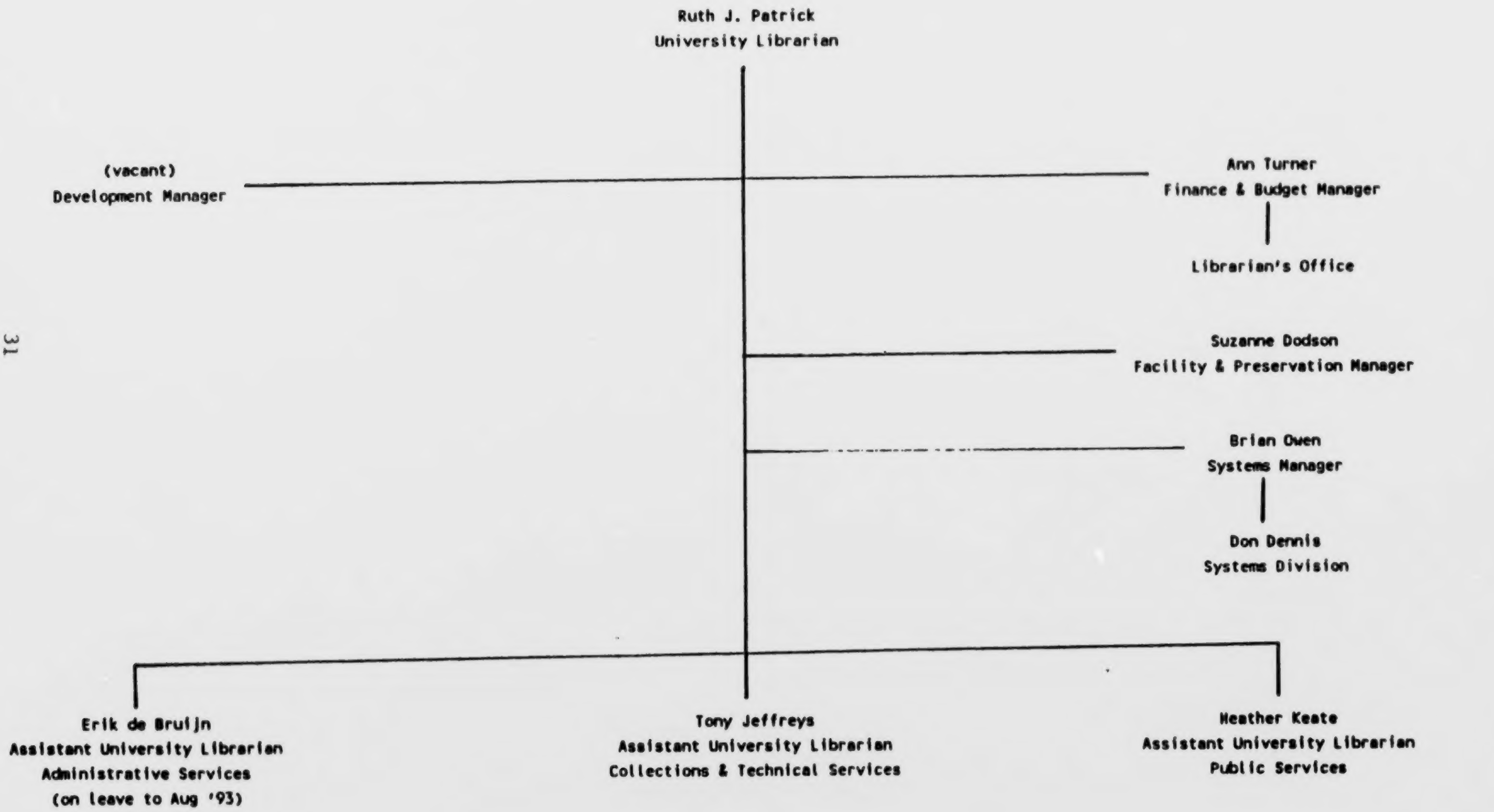
11. The Library will lobby for an overhead walkway between LPC and Woodward so that a combined service unit for life/physical & applied sciences could be developed without incurring the additional costs of a separate service unit in LPC.

Operational Changes:

1. Use more approval plans with the deliberate intent to reduce the amount of time spent on collection building.
2. Stop/reduce preorder searching throughout the Library system.
3. Continue the objective to eliminate the backlog and free time for RECON & Tattletaping by:
   - Accepting catalog copy as is and use systems innovations available to let material flow from receiving to marking to shelves
   - Review the backlog and develop methods to reduce original cataloguing: accept different levels of MARC copy and not catalog certain materials (misc or discard it).
4. Do serials cancellations biennially rather than annually.
5. Reduce maintenance costs of our files by:
   a. standardizing work procedures (new system)
   b. completing RECON
   c. linking the circulation item file to our bibliographic records
6. Stop/reduce cataloguing for one to two years and redirect the time to completing RECON, weeding and tattletaping the collection in Main to facilitate introduction of self service checkout.
7. Implement an ordering/receiving vacation for 2-3 months each year to provide staff for reassignment to address basic service requirements such as shelving and circulation.
8. Maximize self service opportunities.
9. Maximize revenues.

LIBRARY ORGANIZATION - September 22, 1992

LIBRARY ADMINISTRATION


Ruth J. Patrick
University Librarian
(vacant)
Development Manager
Ann Turner
Finance & Budget Manager
Librarian's Office
Suzanne Dodson
Facility & Preservation Manager
Brian Owen
Systems Manager
Don Dennis
Systems Division
Erik de Bruijn
Assistant University Librarian
Administrative Services
(on leave to Aug '93)
Tony Jeffreys
Assistant University Librarian
Collections & Technical Services
Heather Keate
Assistant University Librarian
Public Services

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LIBRARY ORGANIZATION

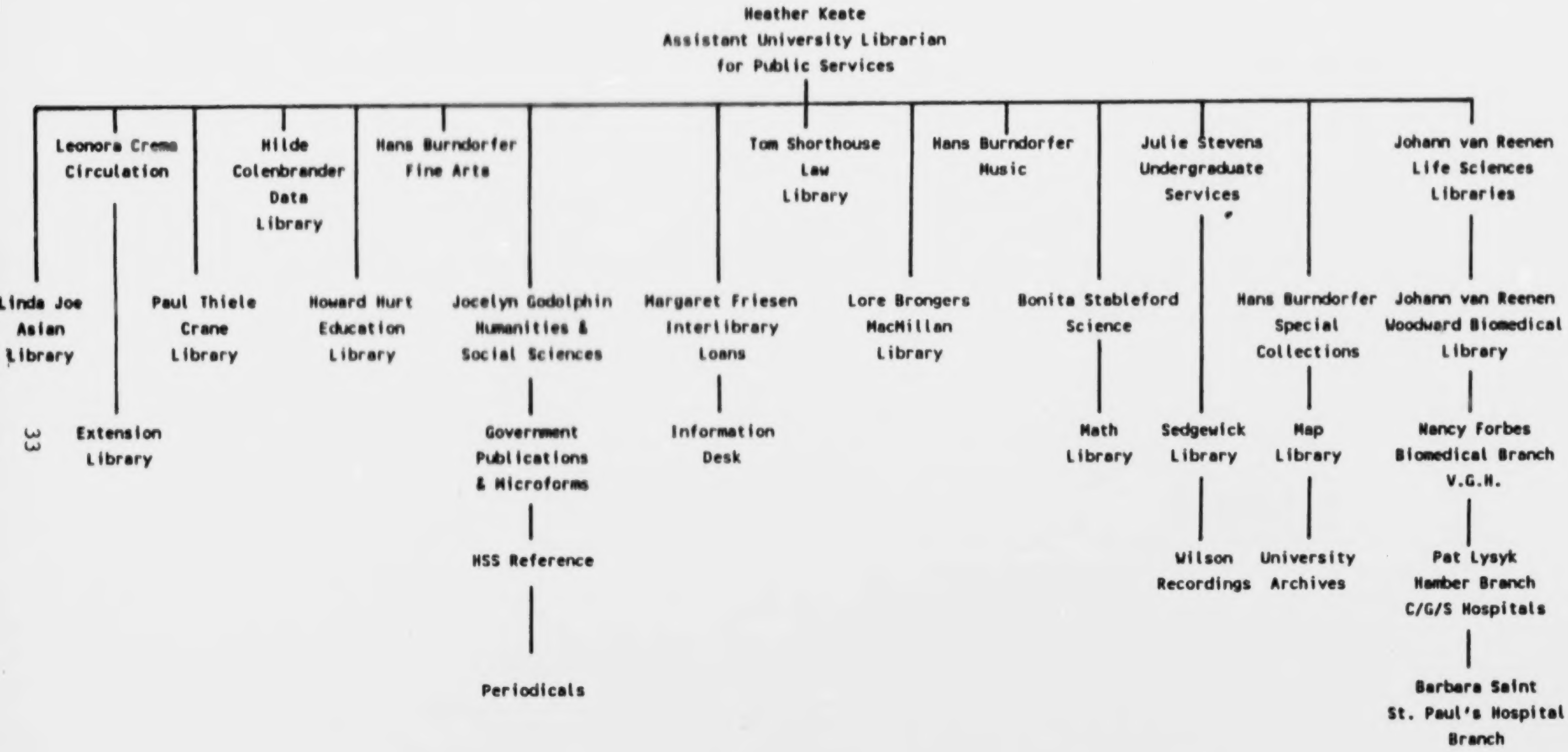
COLLECTIONS AND TECHNICAL SERVICES

Tony Jeffreys
Assistant University Librarian
for Collections and Technical Services

- **Collections Division**
  - Graham Elliston
    Serials Bibliographer
  - Jennifer Forbes (Acting Head)
    HSS English Language
    Bibliographer
  - Les Karpinski
    HSS European Language
    Bibliographer
  - Jack McIntosh
    HSS Slavic Languages
    Bibliographer
- Graham Elliston
  Head
  Gifts & Exchanges Division
- Nick Omelusik
  Acting Head
  Catalogue Records
  Division
- Nick Omelusik
  Head
  Catalogue Products
  Division
- Nadine Baldwin
  Head
  Order Division
- Joyce Davidson
  Head
  Collections Accounting &
  Budget Division
  (on leave to July '93)

LIBRARY ORGANIZATION

PUBLIC SERVICES


Heather Keate
Assistant University Librarian
for Public Services
Leonora Crema
Circulation
Hilde
Colenbrander
Data
Library
Hans Burndorfer
Fine Arts
Tom Shorthouse
Law
Library
Hans Burndorfer
Music
Julie Stevens
Undergraduate
Services
Johann van Reenen
Life Sciences
Libraries
Linda Joe
Asian
Library
Extension
Library
Paul Thiele
Crane
Library
Howard Hurt
Education
Library
Jocelyn Godolphin
Humanities &
Social Sciences
Government
Publications
& Microforms
HSS Reference
Periodicals
Margaret Friesen
Interlibrary
Loans
Information
Desk
Lore Brongers
MacMillan
Library
Bonita Stableford
Science
Math
Library
Sedgewick
Library
Wilson
Recordings
Hans Burndorfer
Special
Collections
Map
Library
University
Archives
Johann van Reenen
Woodward Biomedical
Library
Nancy Forbes
Biomedical Branch
V.G.H.
Pat Lysyk
Hamber Branch
C/G/S Hospitals
Barbara Saint
St. Paul's Hospital
Branch

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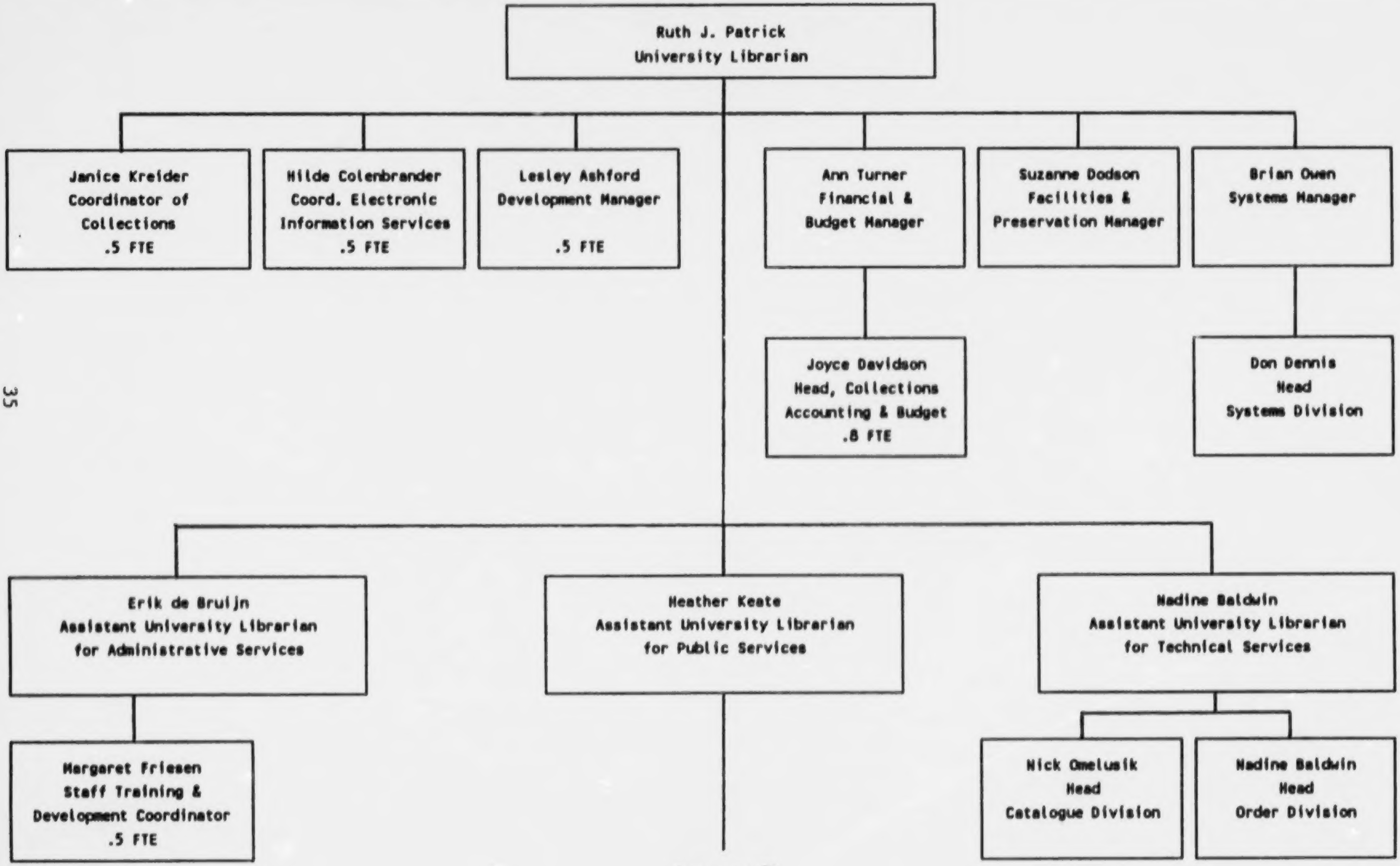
LIBRARY ORGANIZATION
as of November 1994
LIBRARY ADMINISTRATION


Ruth J. Patrick
University Librarian
Janice Kreider
Coordinator of Collections
.5 FTE
Hilde Colenbrander
Coord. Electronic Information Services
.5 FTE
Lesley Ashford
Development Manager
.5 FTE
Ann Turner
Financial & Budget Manager
Suzanne Dodson
Facilities & Preservation Manager
Brian Owen
Systems Manager
Joyce Davidson
Head, Collections Accounting & Budget
.8 FTE
Don Dennis
Head
Systems Division
Erik de Bruijn
Assistant University Librarian for Administrative Services
Heather Keate
Assistant University Librarian for Public Services
Nadine Baldwin
Assistant University Librarian for Technical Services
Margaret Friesen
Staff Training & Development Coordinator
.5 FTE
Nick Omelusik
Head
Catalogue Division
Nadine Baldwin
Head
Order Division

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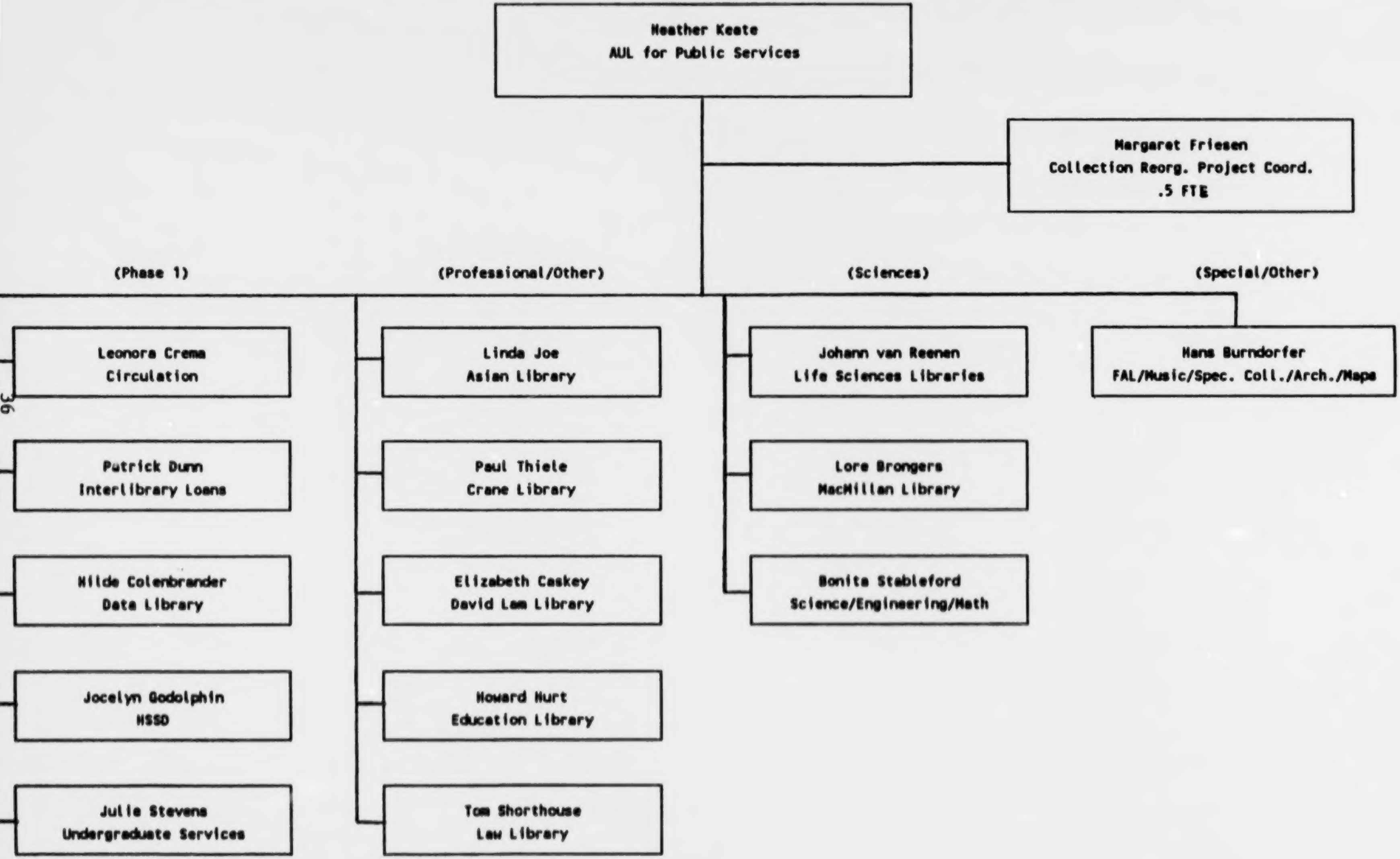
LIBRARY ORGANIZATION
PUBLIC SERVICES


Heather Keate
AUL for Public Services
Margaret Friesen
Collection Reorg. Project Coord.
.5 FTE
(Phase 1)
(Professional/Other)
(Sciences)
(Special/Other)
Leonora Crema
Circulation
Patrick Dunn
Interlibrary Loans
Hilde Colenbrander
Data Library
Jocelyn Godolphin
HSSD
Julie Stevens
Undergraduate Services
Linda Joe
Asian Library
Paul Thiele
Crane Library
Elizabeth Caskey
David Lam Library
Howard Hurt
Education Library
Tom Shorthouse
Law Library
Johann van Reenen
Life Sciences Libraries
Lore Brongers
MacMillan Library
Bonita Stableford
Science/Engineering/Math
Hans Burndorfer
FAL/Music/Spec. Coll./Arch./Maps

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The University of Iowa Libraries

Organization Review and Design Report

May 23, 1995

Submitted by:

Chris Africa
Sheila D. Creth
Barbara Dewey
Jim Julich
Karen Mason
Mary McInroy
Mary Monson
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Wayne Rawley
Ed Shreeves
Melanie Wilson
Larry Woods
Peter Zhou

EXECUTIVE SUMMARY

In the spring 1994, the Executive Council in consultation with the Administrative Council established the Organization Review and Design Group to "identify and recommend an organization structure that would support in the most effective and efficient way possible the mission, goals, strategies of the University Libraries in providing services to library and information users." To insure that all areas of expertise were represented, professional librarians from the manager and nonmanager ranks and the various divisions and functional units were asked to serve. The Organization Review and Design Group used the Libraries' Strategic Plan, Vision & Values document, report from the Task Force for Review and Assessment of Library Organization, Structure and Process, six white papers written by small groups of professional librarians, several articles and reorganization materials from peer libraries and a book by Michael Hammer and James Champy, Reengineering the Corporation: A Manifesto for Business Revolution, to guide its discussions and deliberations.

The desired outcome was an organizational structure which encouraged and supported continuous improvement of services to library and information users. The Organization Review and Design Group looked globally at all of the divisions and functional units to devise a plan to meet its charge. This report presents the plan which this working group believes will meet the goal and position the University Libraries for its role in the twenty-first century.

The plan is presented under major library processes and sub-components. Implementation is expected to be incremental with staff assisting in implementation and identifying additional operations and activities needing adjustment. The key to success is organizational and personal flexibility.

The following identifies the key components in the plan developed by the Organization Review and Design Group:

Information Resources

1. Collection Development
   - Assign collection management responsibilities for the social sciences and humanities to five full-time librarians in the Main Library. The departmental librarians' responsibility for collection development will continue in its current form.
   - Librarians who previously served as collection development staff will continue ongoing liaison relationships with specific academic departments and focus their efforts on user education and reference and research consultation services.
2. Preservation and Conservation
   - Book Repair operation continues to function as a part of the Conservation Unit.
   - Hire a Preservation Librarian to take responsibility for the management of all preservation and conservation activities.

3. Acquiring & Processing Information Resources
    - Consolidate present acquisitions and cataloging functions under one operational head with teams/units designed to better integrate these processes. Create the Central Processing Services Department reporting to a single director.

Information and User Services

1. User Education
    - Establish a full-time user education coordinator for the library system reporting at the director level.
2. Coordination Among User Services Department Heads
    - Replace the Instructional and Information Services Committee with a team consisting of heads of direct user services departments charged with the responsibility of addressing issues formerly handled by the discipline divisions and the Information and Instructional Services Committee.
3. Integration of Information Arcade and Instructional & Information Services Activities/Programs
    - Administratively combine the Information Arcade and the Information and Instructional Services Department.

Organization Support Services

1. Computer Systems Support
    - Establish the Information Systems Support Team.
2. Staff Training in Computer-Related Systems
    - Assistance in the development and delivery of staff training for OASIS and other computer/systems activities to be provided by the Coordinator for Personnel & Diversity Programs.
3. Budget and Financial Activities
    - Establish a financial unit with responsibility for purchasing, billing, monitoring all accounts including personnel, general expense, materials, income, and Foundation accounts and maintain statistics and other financial and numeric data.
4. Access Services
    - Discontinue the Browsing Collection and assign collection development responsibilities for these materials to the bibliographers in the Main Library.
    - Establish a combined Access Services area and relocate Circulation, Reserve and Document Delivery Services to space at the south end of the Main Library.

Management Processes

1. Discipline Divisions
    - Disband discipline divisions.
2. University Libraries Committees
    - Change certain committees as outlined in the full report and set expectations for membership, purpose, and length of service for all committees and working groups.

The full report provides further detail. The Organization Review and Design Group believes that with these organizational changes the University Libraries will be in an excellent position to meet challenges of the next few years. The rapidly changing environment will demand that the organization be flexible and open to a process of continuous change in order to adapt and survive.

I. INTRODUCTION

This section provides a brief overview of actions that have led to recommendations contained in this report. This background section does not attempt to describe the numerous forces and changes that have affected the Libraries -- its staff and users -- over the past decade, though all of these changes, including technological developments and budget realities, have contributed to the deliberations and analysis of services reflected in this report.

A. Reorganization in 1990

In 1990 the organization of the University of Iowa Libraries made a shift away from an organization typical in university libraries for decades. The significant difference was the emphasis on a team-based cross functional approach rather than a hierarchical, departmental approach for activities and decisions. Many professional staff, and a few merit staff, had dual assignments (e.g., reference and collection development) and dual reporting relationships. While working on multiple assignments across traditional functional operations was a change for some number of staff in the Main Library, it was and remains typical for professional staff in departmental libraries where librarians have collection development, user service and management responsibilities along with some technical functions as well.

The most distinctive change in the reorganization in 1990 was the creation of three discipline divisions: humanities, social sciences and sciences. The intent was to focus on subject-specific needs and requirements of users in an integrated fashion for the range of library services.

Another distinct change in the organization at that time was the creation of the Executive Council as the primary decision-making body for the library system. The Executive Council was established to include two elected librarians in addition to the library administrative staff of four directors and the University Librarian. The Executive Council addresses system-wide policy issues and makes the final determination on budget and resource allocation and acts as the review group (with a peer element) for professional salary and promotion decisions.

When the organizational changes were announced, the University Librarian indicated that a review of these changes and their effectiveness would be made. In August 1992 an internal review group, the Task Force for Review and Assessment of Library Organization, Structure and Process, consisting of John Forys (chair), Richard Eimas, Helen Ryan, Mary Monson and Marianne Ryan was appointed. The Task Force established a schedule and process for conducting the organizational review and defined guidelines for confidentiality. After collecting data, the review group submitted its final report in March 1993. Within the report the Task Force stated both the perceived benefits and deficiencies of the system-wide structure. Issues related to personnel utilization and evaluation, multiple supervisors, decision-making bodies, communication and coordinators' and directors' roles were enumerated. Examples were given. The conclusion of the Task Force was that the present organizational structure should be altered to better serve library users, address current operational problems, and anticipate and respond to future needs.

To improve services to the Libraries' users, the Task Force made specific recommendations. Each recommendation addressed an issue and had a rationale and benefits attached. The report urged the re-creation of a balance between the functional and discipline aspects of the structure.

In a letter which accompanied the report, the Task Force suggested a procedure for distributing the report, discussing its recommendations with staff and then implementing change. However, the review group was not asked to look beyond the existing organizational structure to consider alternative structures being implemented at other university/research libraries or to consider broad issues and trends affecting university libraries nationally or the UI Libraries specifically. As a result, the Executive Council and later the Administrative Council supported a different approach to further the process of organizational change.

B. White Papers

The Committee on Identification of Issues Related to Organization Structure involved a small group of professionals, including one representative from the aforementioned Task Force, which studied the Task Force Report and the minutes of the meetings held following the release of the Task Force Report. The committee then used this information to identify six major issues affecting higher education and university libraries which the library staff should review and learn more about in preparation for developing an organizational structure that would most effectively deliver services.

The six major issues included (1) the changing nature of scholarly communication, (2) building partnerships, (3) developments in information technology, (4) changing role of higher education, (5) increasingly constrained budgets in libraries and (6) emerging organization structures. Six small groups of professional librarians researched these concepts and developed white papers. Open meetings were then held for all staff to discuss the white papers.

There were common threads through the six white papers which set part of the context that was used by the Organization Review and Design Group formed in the summer of 1994 to consider organization priorities, processes and structure. The consistent themes included:

- Research libraries are complex organizations which must perform constant environmental scanning to connect vision and mission to resources.
- Organizational and individual flexibility are key to the ongoing health of the organization and to the attainment of the vision and mission.
- Cooperation, collaboration, and a sense of collective responsibility are fundamental to the work environment and should be rewarded.
- Libraries should be guided by principles which are primarily client-centered.
- Successful organizations reward risk-taking and react positively toward productive failure. Successful organizations are learning organizations.
- Organizations must structure themselves for constant change.
- Formal and informal leadership are as essential as management in organizations.

- Knowledge of the needs and expectations of clients are important ingredients in continuous quality improvement. Quality is measured by client satisfaction.

- Continuous staff development is crucial to organizational success.

- Demands for accountability are increasing.

- Information technology will continue to develop and transform every aspect of the environment at a phenomenal rate.

- Financial resources will not keep pace with costs and client demands for services.

- Demographics will change the workforce and client expectations.

- Change will come because assumptions are always challenged and new ideas and proposals generated.

- Networking with faculty, scholars, computer centers, scholarly associations and publishers is necessary to ensure maximum user access to information.

II. ORGANIZATION REVIEW and DESIGN GROUP, 1994-95

A. Establishing a Review Group

As the final step proposed in the organizational review process (accepted by Executive Council and Administrative Council), all the information collected through the initial review group and the white papers was to be used by the Executive Council to help determine the changes that would be made in organizational processes and structure. At a meeting of Administrative Council in the spring 1994, several people expressed the concern existing among some staff who felt that the Executive Council was too limited a group to make this assessment. A suggestion was made and accepted at this meeting that a larger group would be formed by adding one member from each of the white paper groups to the Executive Council. By tradition, an outgoing member of the Executive Council is asked to participate in an activity on behalf of the Executive Council. The Organization Review and Design Group was the activity in which the Executive Council asked Dottie Persson to participate.

The members of the Organization Review and Design Group are:

Chris Africa, History and Social Sciences Bibliographer
Sheila D. Creth, University Librarian
Barbara Dewey, Director, Administrative and Access Services
Jim Julich, Reference Librarian
Karen Mason, Curator, Iowa Women's Archives
Mary McInroy, Government Publications
Mary Monson, Coordinator of Central Technical Services
Dottie Persson, Head, Physics-Psychology Libraries
Acting Coordinator, Science Division
Wayne Rawley, Director, Instructional and Research Service
Ed Shreeves, Director, Collection Management and Development
Melanie Wilson, Hardin Library for the Health Sciences
Larry Woods, Director, Information Systems and Technology
Peter Zhou, Chinese Studies Librarian

The Organization Review and Design Group (hereafter referred to as Review Group) held its first meeting at the end of August 1994. At this first session the group agreed to the charge, the format and the process to be used. The broad charge or objective for this group was to

> **identify and recommend an organization structure that would support in the most effective and efficient way possible the mission, goals, strategies of the University Libraries in providing services to library and information users.**

B. Framework for Review Group Process

The Review Group used the Libraries' Strategic Plan, the Vision and Values document, the white papers and the Task Force for Review and Assessment of Library Organization, Structure and Process report from 1993 as background material informing their discussions. Several additional articles as well as reorganization materials from other research libraries (e.g., Indiana University/Bloomington, the University of Arizona, and Stanford University) were also consulted.

The group also agreed to use as a basic guide the book *Reengineering the Corporation: A Manifesto for Business Revolution* by Michael Hammer and James Champy. While Hammer and Champy's book focuses on businesses, it was recommended to the group because of the authors' approach to the process of organization review rather than as a source of a specific structural model for the library to follow. Libraries can be compared to businesses to the extent that libraries provide a "product", collections and services, to clients.

Hammer and Champy address the time commitment necessary to reengineer an organization. It may appear that the review process has been long and involved--beginning with the Task Force through the current Review Group. However, Hammer and Champy emphasize focus and time commitment. In their opinion, focus and commitment send a powerful signal to the organization that upper management is serious about change.

In its discussion of changing the organization, the Review Group agreed to apply the major theme of reengineering--that reengineering is based upon reexamining the means or the processes by which the organization accomplishes its objectives from the ground up. The group identified some general characteristics that Hammer and Champy found common to the reengineered organization. Flexibility on several levels is a predominating theme of reengineering the corporation: flexibility at the organizational level in the sense that different activities may require different structures; and flexibility at the individual level in the sense that members of the organization need to be open to fulfilling more than one role and to an ongoing process of readjustment to changing societal and technological contexts.

The Review Group agreed that Reengineering the Corporation provided a valuable framework for reconsidering the work of the library system. It offered an approach for developing new models that would reduce duplication and take advantage of information technology to support increased efficiencies (such as having work performed where it makes the most sense). This framework also facilitated reviewing team approaches with decisions being made lower in the organization and between and among operational unit staff, the encouragement of risk taking and innovation, and ultimately the improvement of the timeliness and quality of services and products for library users.

C. Defining Organizational and Personal Characteristics

The Review Group then identified four major categories to focus on in applying the general themes that emerged from its reading of Hammer and Champy:

Client-Centered Services
Structural Characteristics of the Organization
Organizational Culture
Staff

and divided into smaller groups for the purpose of initial discussion of the desirable characteristics of these areas.

A number of common characteristics emerged from these small group discussions: flexibility, diversity, effectiveness, efficiency, cooperation, responsibility, and responsiveness to clients' needs. Another issue that arose again and again in the discussion of how these desirable characteristics might be achieved throughout the organization was the concept of balance: how to maximize, and encourage flexibility, for example, while maintaining a structure that will channel energies into filling the Libraries' objective of providing services to clients. Achieving this balance was seen as a seismic engineering problem: stability for ongoing functionality with the capacity to absorb stress.

It was relatively easy to agree on the desirable characteristics of an organization or of an individual, acknowledging that they are not all compatible. It was considerably more difficult to move on to the next stage of the group's process: identifying and analyzing the discrete processes or functions of the Libraries.

D. Major Library Processes

As its next step the Review Group identified major processes within the library system. The Hammer and Champy book defines "reengineering" as "the fundamental rethinking and radical redesign of processes to achieve dramatic improvements in critical, contemporary measures of performance such as cost, quality, service, and speed."

Process is defined as a "collection of activities that takes one or more kinds of input and creates an output that is of value to the customer". The focus in this case is not on tasks, jobs, people or structure but on the overall activity that delivers a service to the user.

The Review Group identified the following as major processes along with their sub-components:

INFORMATION RESOURCES
- collection development and associated consortial activities
- securing and acquiring collections
- organizing collections (physically and intellectually)
- collection management and maintenance

USER AND INFORMATION SERVICES

- user education
- marketing
- outreach
- reference

SUPPORT SERVICES AND ORGANIZATION MAINTENANCE

- budget and financial activities
- personnel services
- facilities planning and maintenance
- development/fund raising
- automation/technology planning and support

MANAGEMENT PROCESSES

- committee structure and process
- management roles, responsibilities and activities
- leadership

The model for organizational processes and the recommended structure contained in this report are the results of many hours of deliberation and discussion by the Review Group. While it is not possible to recreate these many hours of effort in this report, an attempt has been made to provide rationale and background for each of the recommendations.

It is anticipated that full implementation of all recommendations will be accomplished over an extended period of time and that staff will be expected to help define additional areas needing adjustment. While there are some significant changes contained in these recommendations, the Review Group wants to stress that staff should anticipate that organizational change will continue as circumstances alter and opportunities emerge. This reality of ongoing, continuous change requires that individual staff remain flexible and ready to make changes with regard to their personal responsibilities, expectations and behavior within the organization.

III. RECOMMENDED CHANGES IN ORGANIZATION PROCESSES and STRUCTURE

A. Information Resources

1. *Collection Development*

Process

As a central service function of the Libraries, collection development and management must be a priority for the allocation of staff resources. Collection management staff bear fiscal responsibility for deciding how to spend almost 50% of the University Libraries total budget. This responsibility requires well-trained and knowledgeable subject specialists who can devote a large enough portion of their time to this critical process to perform it effectively.

Motivation to Change.

Collection development and management staff routinely make decisions about local ownership of information resources, and are increasingly involved in decisions about access to remote resources as well. Doing this job well requires that each collection management librarian be able to devote a critical mass of time and attention to the work of collection management.

The difficulty and complexity of collection management operations will continue to increase for a variety of reasons: significant changes in scholarly publishing and communication, budgetary limitations, inflationary trends, the parallel environment of print and electronic resources, growing demand for interdisciplinary, foreign, and non-traditional materials, and the increasing focus on consortial activities as a means of meeting users' needs.

The importance of collection management as both an essential service of the library and a significant financial responsibility requires that staff be able to focus sustained attention on this work. The need to deal in a timely way with the challenges enumerated above, and the many decisions they will force upon us, demand a staffing pattern that allows for ongoing concentration and efficient interaction. The existing system of many part-time selectors with relatively circumscribed areas of responsibility has in many respects served the Libraries very well. This system will continue for departmental libraries and separate departments within the Main Library. A smaller group of collection development librarians, or bibliographers, within Main will serve the social sciences and humanities. As a smaller group, they will be able to work more efficiently within their assigned subject areas, managing budget responsibilities and maintaining consistent liaison with academic disciplines. In addition, they will be better able to work collaboratively with one another and with the departmental librarians, as well as with the Director, Collections and Information Resources.

New Structure and Process

Collection development for subjects covered by the Main Library will be reassigned with five librarians having responsibility in the following manner.

The International Studies Bibliographer and the European History and Social Sciences Bibliographer will continue to work full-time in collection management, covering most of the subjects they handle now, with a few additions and changes.

Two presently part-time collection management librarians will assume full-time positions as bibliographers (with titles to be determined). They will assume responsibility for many of the subject areas now covered by humanities and social sciences selectors (some will be covered by the current bibliographers). These areas include: American history, religion, English and American literature, theatre arts, communications and journalism, physical education and recreation, Latin American studies, sociology, social work, French literature, Italian literature, Spanish literature, and library science.

The Chinese Studies Librarian will maintain responsibility for Chinese studies, and will assume permanent responsibility for collection development in Japanese Studies as well.

Even as we make this change, we recognize and acknowledge the invaluable work of the many librarians who have built the collections that serve users of the Main Library. We must not lose the important links they have established with academic departments, centers and faculty. Therefore, while a smaller group of bibliographers will assume responsibility for collection building and fund management, the knowledge and experience of former selectors will be critical to the maintenance of subject-based user education, reference and research consultation services, as well as communication with faculty and students. Their partnership with the bibliographers will be crucial to identifying and responding to the need for specialized subject-based services.

Reporting Relationship

Each of the Main Library bibliographers will report to Director, Collections and Information Resources.

The departmental librarians and Main Library department heads with collection management responsibilities will report within their appropriate structure. They will maintain a working relationship with the Director, Collections and Information Resources, and will be accountable to him for managing information resources funds.

Required Actions and Time Frame

July 1, 1995: Bibliographers begin to report to the Director, Collections and Information Resources. Bibliographers, in consultation with the Director, agree on assignment of collection areas still under discussion.

July 1-December 31, 1995: Bibliographers gradually assume the responsibilities of subject areas being shifted in a phased approach. It is assumed that no more than one selection area will be assumed over each four to six week period.

July 1-December 1, 1995: Former collection management librarians, working with the Director, Collections and Information Resources, and bibliographers, identify and agree upon the roles they will continue to play with respect to the user groups they have served, and how.

2. *Preservation and Conservation*

Process

The preservation and conservation of paper-based and other collections remain priority activities for the Libraries. Opportunities for establishing more streamlined and integrated workflow for certain activities and for consolidating the management of the two units should be pursued.

Motivation to Change

The functions of the preservation unit, including commercial binding, repair, reformatting, disaster preparedness, staff and user education, and related activities continue to be a priority.

As new features in OASIS become available, it will be possible to automate portions of the marking process. As the integration of other processing operations proceeds, the most appropriate organizational location for this operation should be reviewed.

The Libraries should continue to invest in the conservation of rare and unusual materials.

Management activities should be integrated to reduce staff time spent on these activities and enhance cooperation and coordination between Conservation and Preservation.

New Structure and Process

The Conservation unit will assume permanent responsibility for repair of the circulating collection. This change will take advantage of the considerable practical knowledge and skill of the Conservator and the fact that both units are involved in physical treatment. It will also provide an opportunity for additional training to conservation apprentices (currently supported by The Mellon Foundation grant). Staff in the Preservation Department currently assigned to this activity will continue to devote time to repair of the circulating collection.

The Libraries will recruit a Preservation Librarian (using the personnel line left vacant by Catherine Larson). The new Preservation Librarian will be assigned overall management responsibility for both the Preservation and Conservation Departments.

Reporting Relationship

The Preservation Librarian will report to the Director, Collections and Information Resources. The Conservator will report to the Preservation Librarian.

Required Actions and Time Frame

May-August 1995: Recruit and hire Preservation Librarian.

By January, 1996: Upon arrival of new Preservation Librarian, the new reporting relationships take effect. The new Preservation Librarian, in consultation with Preservation and Central Processing Services staff, will have ongoing responsibility for further review of the Department's work and the effective coordination of its activities with those of other units, especially Central Processing Services.

3. Acquiring and Processing Information Resources

Process

The traditional functions of acquisitions and cataloging units have been altered by automation. Because these two units increasingly perform many of the same processes, distinctions between these two central areas are not as clear as they once were and the activities of each unit could benefit from becoming more integrated and streamlined. As two of the largest library units and the two that support the core process of collection development, their activities must be organized to ensure timeliness and elimination of duplication. Work must be performed where it is most efficient and the appropriate level of staff (merit, professional and student employees) should be assigned to the activities of ordering, receiving, claiming and cataloging materials.

Motivation to Change

More timely processing of orders and materials is essential.

In the near future, the library online system as well as vendor options will make it possible to change and streamline a number of processes related to ordering, receipt, claiming, cataloging and marking of materials.

The proposed changes noted below are considered transitional. Further changes in tasks, operations and individual assignments are likely to occur over the next twelve to thirty-six months and beyond as technology makes possible new approaches to work flow and processes, and provides the potential for revised staffing assignments.

A comprehensive integration of traditional acquisitions and cataloging functions needs to occur. Establishing teams within a Central Processing Services unit should encourage efficiency, innovation, greater flexibility and better communication for the full range of processing activities within the department and with other library staff.

New Structure and Process

Consolidate present acquisitions and cataloging functions under a single operational head.

Realign the bibliographic searching function with the cataloging function.

Integrate the Fastcat function with the receiving function.

Integrate serials and set added volumes activities.

Integrate gifts processing with other acquisitions activities.

The teams in Central Processing Services would assume the following responsibilities:

CENTRAL PROCESSING SERVICES

Monographic Acquisitions Team
(ordering, receiving, rapid cataloging on receipt)

Serials Acquisitions Team
(ordering, receiving, serials information desk, serials control)

Monographic Bibliographic Processing Team
(original cataloging, special cataloging,
bibliographic searching, bibliographic record creation)

Serials Bibliographic Processing Team
(serials cataloging, serials maintenance and
authorities work, all added volumes)

Copy Cataloging Team
(copy cataloging of all formats, except serials)

Database Maintenance/Special Projects Team
(non-serials maintenance and authorities work,
special projects [e.g., recon])

Reporting Relationship

The department head for Central Processing Services will report at the Director level. The team leaders will report to the department head.

Time Frame

The Central Processing Services will begin to form on July 1, 1995 under the direction of the head.

B. Information and User Services

1. *User Education*

Process

Timely user education of high quality is an essential and core service intended to meet the full range and complexity of user needs and to develop their information skills and knowledge of all types of information resources, whatever the format and wherever they may be found.

Motivation to Change

Locating, evaluating and understanding information resources will continue to be complex and potentially confusing to primary clientele (University students, faculty, staff).

Librarians need to maintain an active and aggressive outreach effort that relies heavily on group and independent learning in order to provide service to the thousands of students and faculty as well as clinicians, researchers and University staff.

Marketing library services and information resources will be a primary activity of professional staff.

All librarians are expected to contribute to the user education program in some manner regardless of their primary assignment within the library system.

A primary characteristic of the user education program will be innovation, particularly exploiting a variety of technologies (computer assisted instruction, network instruction, live video transmission, etc.) to deliver instruction to the University community whether in Iowa City or elsewhere in the state.

New Structure and Process

Establish a full-time system-wide user education coordinator outside the Information and Instructional Services Department.

This position will have responsibility and authority to develop with colleagues a robust program that is innovative, timely and varied in delivery of instruction. The incumbent will be responsible for ensuring ongoing program development and evaluation, for providing an assessment of resources required for the program, recommending improvements and enhancements of user education services in the library system.

In order to sustain an innovative and energetic program, the incumbent will be expected to establish and maintain active contacts on campus to ensure integration of the library user education program into academic programs and plans. The incumbent will also be expected to maintain active contacts in the library profession to benefit from and engage in discussions at a national level which will benefit both this library system and the profession in general.

In addition, the person in this position will be responsible for working with the Coordinator for Personnel and Diversity Programs on the delivery of training for library staff involved in the user education program.

Reporting Relationship

This newly designed position will report at the Director level.

Required Actions and Time Frame

Within fiscal year 1995/96 identify and secure resources to fund this position and begin the appointment or recruitment process.

2. *Coordination Among User Services Department Heads*

Process

All departments providing direct user services need to be well coordinated to plan, evaluate and establish policy to support user education, to develop new information services and products, to evaluate all services and set priorities, to address staff and professional development, and to establish an environment and culture that encourages innovation among staff within and among their units.

Motivation to Change

Direct user services are the primary way in which the Libraries and its staff will continue to be essential to the teaching and research activities of the University. As users increasingly acquire information independently through networks, it will be service that becomes the core for the library as a vital campus resource.

User services include providing on-demand information and reference services, research consultations, user education including development of instructional media, the development of information products, and work with faculty on the development of curriculum and research resources and tools.

An innovative and aggressive outreach program in user services will be essential for the continued support for the University Libraries' staff and information resources.

New Structure and Process

The heads of direct user services departments will be expected to work in a collegial and team-based environment in order to address system-wide or subject/discipline-related issues, such as policies, strategic planning and priority setting, program development and the like. They will be expected to initiate discussions around issues, problems and challenges, and will have a team leader to act as a facilitator (not as a manager).

These user service heads will be expected to address policy and program issues previously addressed by the Information and Instructional Services Committee and the discipline divisions and to address in a timely and innovative manner all aspects of sustaining quality user services throughout the library system.

Reporting Relationship

All user services department heads will report at the Director level.

Required Actions and Time Frame

User services department heads will select a team leader to act as a facilitator (not as a manager) soon after the implementation of the reorganization.

3. Integration of Information Arcade and Instructional and Information Services Activities/Programs

Process

These two primary service units located physically adjacent to each other in Main Library should offer to users a better integration of services (supporting teaching, research and independent learning) as well as the various electronic resources found in both departments.

Motivation to Change

Students and faculty should expect that staff in both units are knowledgable and/or familiar with resources in both units and are able to refer appropriately.

Students and faculty cannot be expected to understand the divisions/differences between the technology and/or services of the two units.

Information and Instructional Services Department staff provide essential services covering a full range of information resources in all formats, to include print and digital formats. Similarly, Information Arcade staff provide a valuable service for users in both technology and information sources, particularly multimedia and the Internet.

Staff in both the Information and Instructional Services Department and the Arcade should work together to acquire systematically a knowledge of resources and services now provided by each unit.

While it is important to recognize the similarities between the two units, it is also important to recognize the differences and the unique services each unit provides.

New Structure and Process

The Information Arcade and the Information and Instructional Services units will be administratively combined. The manager of this combined unit (currently Head of the Information Arcade) will be provided with sufficient resources to implement a team-based organization.

Reporting Relationship

The head of the combined unit will report at the Director level.

Required Action and Time Frame

Define team-based organization and transfer Information and Instructional Services Department management responsibilities from interim IISD Head to new manager within a period to be agreed upon following the implementation of the new organization.

C. ORGANIZATION SUPPORT SERVICES

1. OASIS Office

Process

The Automation Office will be renamed the OASIS Office. When established this office dealt with most of the automation in the University Libraries, a situation which no longer exists. Since OASIS is one specific automated operation, jointly serving both the University Libraries and the Law Library, the new name more accurately describes the function of this office.

2. Computer Systems Support

Process

Support requirements include: determining hardware and software needs; ordering, receiving, installing/configuring workstations; providing orientation-training; and repairing or arranging for repair of Libraries' computers. Currently there is little integration and coordination of the numerous computer related functions and activities taking place in the UI Libraries. Staff involved in support for the numerous non-OASIS workstations (individual and CD-ROM, OCLC/RLIN, fax systems, Internet access, etc.), office automation software packages and electronic mail are scattered throughout the system and provide support in isolation, with very little sharing of expertise across the entire Libraries system.

Motivation to Change

With the coming change-over to graphical user interfaces (GUIs) in a client-server environment, staff demands for computer systems support will continue to grow rapidly over the next three to five years.

Current processes and structure for allocating staff resources to systems support, and for making purchasing decisions on hardware and software, lack coordination.

Staff assigned to the systems support area require ongoing training and development, and greater understanding of each others' responsibilities and knowledge.

OASIS will continue to require support but should for the foreseeable future remain a distinct function within the broader scope of computer systems development in the library.

New Structure and Process

Establish an Information Systems Support Team; clarify the Team's role and responsibilities in relation to the Oasis Office (renamed from Automation Office). The Information Systems Support Team will consist of those now working in various departments who are providing support for specific systems, as well as the students now assigned to systems support. Existing areas to be included are: OASIS support, Arcade support, HealthNet support, Network/LAN support, Ariel support, CD-ROM support, office automation support, Hardin classroom support, and the Hardin Instructional Technology Center.

The goal will be to create a true systems support team which will have at least one expert for each of the systems supported and at least one person who can serve as back-up to the lead person for that system. Additionally, several people may be assigned to a specific project during start-up, system migration, upgrade, etc. A centralized repair workbench will be established, and a structure will be set up for reporting of problems to the team. It is anticipated that each individual on the team will continue to be located in the unit in which they now reside, but may receive assignments outside that unit as needed. After one year the team will be reviewed to see if team members should be located centrally or continue to work in a distributed manner.

Reporting Relationship

The Coordinator of the Information Systems Support Team and the Head of the OASIS Office will report at the Director level. Team members will continue to report to the units in which they now reside, as well as to the Coordinator. Annual evaluations will be done by the individual unit heads with input from the Coordinator.

Required Actions and Time Frame

Coordinator will be in place by 1 July 1995. After one year the Executive Council will begin review of the Information Systems Support Team, in particular to evaluate whether the decentralized nature of the team is the most efficient and effective structure.

3. Staff Training in Computer-Related Systems

Process

The first recommendation of the Rethinking Reference Group noted, "As the nature and delivery of information and instructional services change, there is increasing recognition that our organization will need an ongoing plan that will address training and development needs for staff who are engaged in various aspects of these services." Along with the need for continuing OASIS instruction, the need for staff to receive training in a variety of networked, electronic and multimedia resources, hardware and software systems has become crucial. The staff in the Automation Office currently provide staff training on OASIS while training on other aspects of computing systems and electronic information is achieved in a variety of ways, primarily informal and uncoordinated.

Motivation to Change

By the end of Calendar year 1996, the Libraries will have installed 102 new OASIS staff terminals and approximately 30 OASIS staff stations, all connected to the campus Ethernet and the Libraries' LAN. This transition alone will create greatly increased staff training and development needs.

Large numbers of staff are having to learn computing and technical information on their own in the absence of coordinated instruction and guidance. Some staff members well-versed in technical expertise are spending increasing amounts of time on instruction of other Libraries' staff, either one-on-one or in small groups. This uncoordinated approach to instruction is costly to the organization and inefficient in the delivery of services.

The volume of new computer-based information resources and office systems will continue to grow. Staff must therefore have effective, well-coordinated instructional support to stay current and ahead of the wave.

New Structure and Process

OASIS and systems training activities will be coordinated by the Personnel and Diversity Programs Coordinator.

(a) OASIS Training. The OASIS Office will continue to have responsibility for preparing documentation related to OASIS. The OASIS training librarian will work in conjunction with the Coordinator of Personnel and Diversity Programs and other library staff in the development and delivery of staff training for OASIS.

(b) Other systems training. All other computer systems staff training including Internet, multimedia and software programs for office automation and the like will be coordinated as part of the Personnel Program. Departmentally based training initiatives should continue to occur as needed.

Required Actions and Time Frame

The Coordinator of Personnel and Diversity Programs will begin to work with appropriate staff in developing these programs beginning in July 1995.

4. Budget and Financial Activities

Process

Coordination and management of the major components of the Libraries' system-wide budget, including privately raised funds handled by The University Foundation, need to be streamlined in order to insure timely and accurate accounting information, along with regularly performed analysis of trends, and accurate forecasts for expenditures and changes in costs within and between fiscal years.

Motivation for Change

Funding for University Libraries will continue to be tight in relation to total needs and inflation in costs across all budget categories -- personnel, general expenses, OASIS, equipment, and collection/information resources.

While these discrete budget categories will continue for purposes of accounting, they do not represent rigid categories in the decision-making process regarding the use of funds.

Use of funds from revenue producing operations (i.e. State Library Access Plus reimbursement, fine monies, etc.) will continue to require careful consideration in relation to the many legitimate needs throughout the library system.

Computer equipment and software costs and the costs related to a transition to a new online system by the year 2000 will make enormous demands on University and library budgets.

The importance of privately raised funds and grant funds will continue to grow, and success in this arena will be essential in meeting the numerous needs not funded by state-appropriated dollars. Such funds will continue to require effective management.

In view of the complexity of the Libraries budget and the critical need to have accurate and timely data as well as forecasts and predictions, there is an urgent need to establish one central unit to ensure greater coordination and effective management among all financial and accounting activities across the library system.

New Structure and Process

A new financial department will be established that has budget oversight responsibilities covering all of the following: Acquisitions/Information Resources, General Expense, Personnel, OASIS, Information Arcade, and external funds (private funds, revenues, and grants).

The Financial Department also will be responsible for all purchasing activities, including reviewing and processing, and for billing for services. It also will compile and maintain statistics such as those reported to the Association of Research Libraries, statistical reports, and as appropriate, other financial and numerical data related to the Libraries.

Staffing for the Financial Department is proposed as follows:

.5 Professional
1 Clerk IV
1 Clerical Support (2 50% FTE clerical/secretarial positions)
Students

Staffing will be reviewed by the Executive Council after the unit has been established and operational for no more than a year to determine the optimal staffing required.

Reporting Relationship

Head of the Financial Department will report at the director level.

Required Actions and Time Frame

The Financial Department will be established on July 1, 1995.

5. Access Services

(a) Browsing -- Main Library

Process

While the staffing has been reduced in this operation over the past several years, it still requires part of a librarian's time to select materials for this collection as well as special attention for marking, cataloging and circulation.

Motivation to Change

The prime space could be better used to serve large numbers of library clients.

As a service enjoyed by a relatively small number of users, Browsing cannot be justified as a priority in relation to numerous more pressing needs for support of teaching and research.

The "new book shelf" might be sufficient to alert library users to recent materials that the bibliographers wish to highlight.

New Structure and Process

Discontinue the Browsing Collection and send current materials to the stacks.

The bibliographers in the Main Library will assume collection development responsibilities for those materials previously identified by the librarian responsible for Browsing. A determination can be made by the bibliographers regarding the retention and/or expansion of the New Book Shelf to highlight selected new materials.

Required Actions and Time Frame

As of July 1995 no new materials will be added to the Browsing Collection. As time and staff permit the Browsing Collection materials will gradually be integrated into appropriate stack areas. A date for actually closing the Browsing Room will be determined at a later time.

b) Circulation/Reserve/Interlibrary Loan -- Main Library

Process

Creation of the Access Services Department in the Main Library has resulted in improved administrative coordination of services and staff in Circulation, Reserve and Interlibrary Loan. The disparate physical locations of these three units, however, are not efficient for users who may have to go to three separate locations to inquire about, check out or request materials. One physical location would offer the opportunity to more fully integrate services and staff assignments and improve services to users.

Motivation to Change

The location of the Circulation Department in the basement of the Main Library is inconvenient for all users, but most particularly for those with disabilities or mobility limitations.

A single location would permit better utilization of staff during peak periods and slow periods within each of these service activities through temporary reallocation of some staff time within Access Services units.

New Structure and Process

If space permits, relocate Circulation, Reserve, Interlibrary Loan (renamed Document Delivery) together at the south end of the Main Library. The combined Access Services area will be the space currently occupied by the Browsing Collection, along with that occupied by ILL and adjacent offices.

Other collections requiring secure locations will also be considered for placement in a central Access Services area. (e.g., loose materials currently housed in Circulation, and the "w" collection located in Special Collections)

Reporting Relationship

Head of Access Service Department reports at the director level.

Required Actions and Time Frame

Additional review of space needs and costs will be accomplished during 1995/96.

D. MANAGEMENT PROCESSES

1. Discipline Divisions

Process

The coordination, cooperation and, as appropriate, integration of collection management decisions, user services, and system-wide policies affecting strategic and short-term planning must be actively maintained within and between subject fields. Librarians, including departmental librarians with responsibilities in collection development and direct user services, are expected to pursue and maintain these links within the library system in an active and substantive manner as one of many, ensuring the quality of service.

Motivation to Change

While the discipline divisions have generated activities in collection development and user education that have benefitted our clients, it is clear that a number of librarians continue to have reservations about working within this structure, thus diminishing its overall effectiveness. In addition, there is a desire for greater functionality and clarity in reporting relationships.

New Structure and Process

Discipline divisions will be disbanded. At the same time, all librarians who have discipline-related responsibilities, whether in user services, as faculty liaisons, or in collection development and management, are expected to develop ways to sustain and enhance subject-related services in a coordinated fashion.

Librarians are expected to seek new approaches and ways to meet their full responsibilities to the campus community (not solely to a single faculty, department, or school). They are expected to work actively with their colleagues in the library system to address strategic planning and policy issues and collection development and management (including consortial projects), to set priorities for and develop new services, and to identify ways to continuously improve services for the user community. In the absence of the discipline division structure, individual librarians will be responsible for taking the initiative to address all such issues in an active and substantive manner through the use of existing or emerging structures or through ad hoc arrangements designed to meet specific needs.

Reporting Relationship

NA

Required Actions and Time Frame

The discipline divisions will be disbanded on July 1, 1995.

The assignments of the discipline division coordinators will end. These coordinators will work with their immediate directors regarding reassignment of activities.

2. *University Libraries Committees*

Process

Committees provide the opportunity to bring together people with different ideas, perspectives, and opinions to advise on policies, programs, operations, and procedures that have a multi-department or library-wide impact.

The committee process also provides a very important development opportunity for staff, allowing individuals to develop new knowledge or understanding of an aspect of the library, and to develop or strengthen their interpersonal skills by working in groups with colleagues.

Motivation to Change

While committees continue to have great value in accomplishing work and addressing issues within the library system, there is a need to continually evaluate and assess the effectiveness of each committee, examining its purpose and usefulness within a changing environment, the number of people serving on it, and alternative approaches to accomplishing work addressed by committees.

The value of any committee should be measured by its outcomes, results, and contributions to the library. The work of a committee should move the library forward by making well-grounded decisions and recommendations that address significant issues in a complex environment.

New Structure and Process

In general, standing committees should have a small number of people serving but are encouraged to involve other staff in specific activities, issues, or projects as appropriate. This keeps to a minimum the number of individuals with an ongoing responsibility to the total work of a committee, while involving other staff in meaningful activities undertaken by the committee.

Staff members serving on committees are expected to exercise responsibility and discipline in calling meetings, setting agendas, and insuring that the committee is engaged in meaningful and productive work. All individuals serving on committees are expected to develop their skills at working within the committee or team environment and to pursue readings or attend University staff training sessions on conducting and participating in effective meetings.

All committees are expected to establish and distribute agendas in advance of a meeting and to keep a minimal record of actions taken during the course of meetings. Meetings without agenda topics should be cancelled.

In general, committee service should be open so that all interested library staff have an opportunity to participate from time to time and to learn from their involvement. A clear mechanism for filling vacancies on committees will be established so that staff are informed of opportunities for service. A possible scenario is to fill all vacancies in July of each year. Clarification of the length of service and whether an individual can be reappointed to a committee will also be established.

In addition to the brief annual statement of accomplishments for the previous year and goals for the coming year that each standing committee submits in June, the director to whom a committee reports should meet with that committee to determine in more detail whether the committee is still playing a vital role and meeting the purpose as stated in its charge. That director will recommend to Executive Council the continuance or discontinuance of a committee.

"Working groups." While similar in purpose to standing committees, interdepartmental working groups should be far more specific in scope and activities and should have a "term" period for their work. A director should be involved in the establishment of all interdepartmental working groups and should audit the status of the group's work periodically. When the "term" ends for a working group or its task is finished, the group should be disbanded unless a rationale is presented to the appropriate director for continuance for a specific period of time.

With regard to the present committee structure, the following should occur:

a) **Executive Council.** The Executive Council comprised of the University Librarian, the four Directors, the Coordinator of Personnel and Diversity Programs, and two elected librarians will be retained as the primary decision-making body for the library system.

b) **Administrative Council.** This large body comprised of Main Library and departmental library "heads" will continue to be a consultative, advisory group addressing major and substantive issues that affect the directions, priorities and overall shape of library services. The membership of Administrative Council will be reviewed.

The process for Administrative Council will shift so that the group addresses only significant issues or problems; it will no longer serve as a forum for dissemination of information. Therefore, the group will meet less frequently but at greater length (possibly up to a half day). It is anticipated that the format of Administrative Council meetings will allow in-depth discussion of particular issues in small groups as well as in the full group.

In their individual roles and as members of the management team of the Libraries, the members of Administrative Council are expected to provide creative and energetic leadership for the system as a whole in meeting the many challenges that face the library system for the remainder of this decade.

c) **Personnel-related committees.** The Personnel Advisory Committee (PAC), the Diversity Committee, the Library Forum Committee, and the Travel and Staff Development Committee will be reviewed by the Coordinator of Personnel and Diversity Programs in conjunction with committee members to determine if any "merger" or collaboration is appropriate at this time and to consider the future direction of programs. The Education Training Cluster (staff and user education) will also be reviewed.

d) **OASIS Committees.** These committees should be reviewed to determine whether the committees and working groups continue to serve current needs, whether there is duplication of effort among these committees, and whether the existing structure is effective in addressing these needs.

e) **Advisory Committee for Technical Services and the Technical Operations Committee**. These two committees should be reviewed again in relation to one another and to other committees and working groups to determine if the most efficient and effective means of addressing issues is in place. Committee size should be reviewed in all cases and reduced where possible, with the understanding that other staff members will be asked to contribute for specific activities or projects.

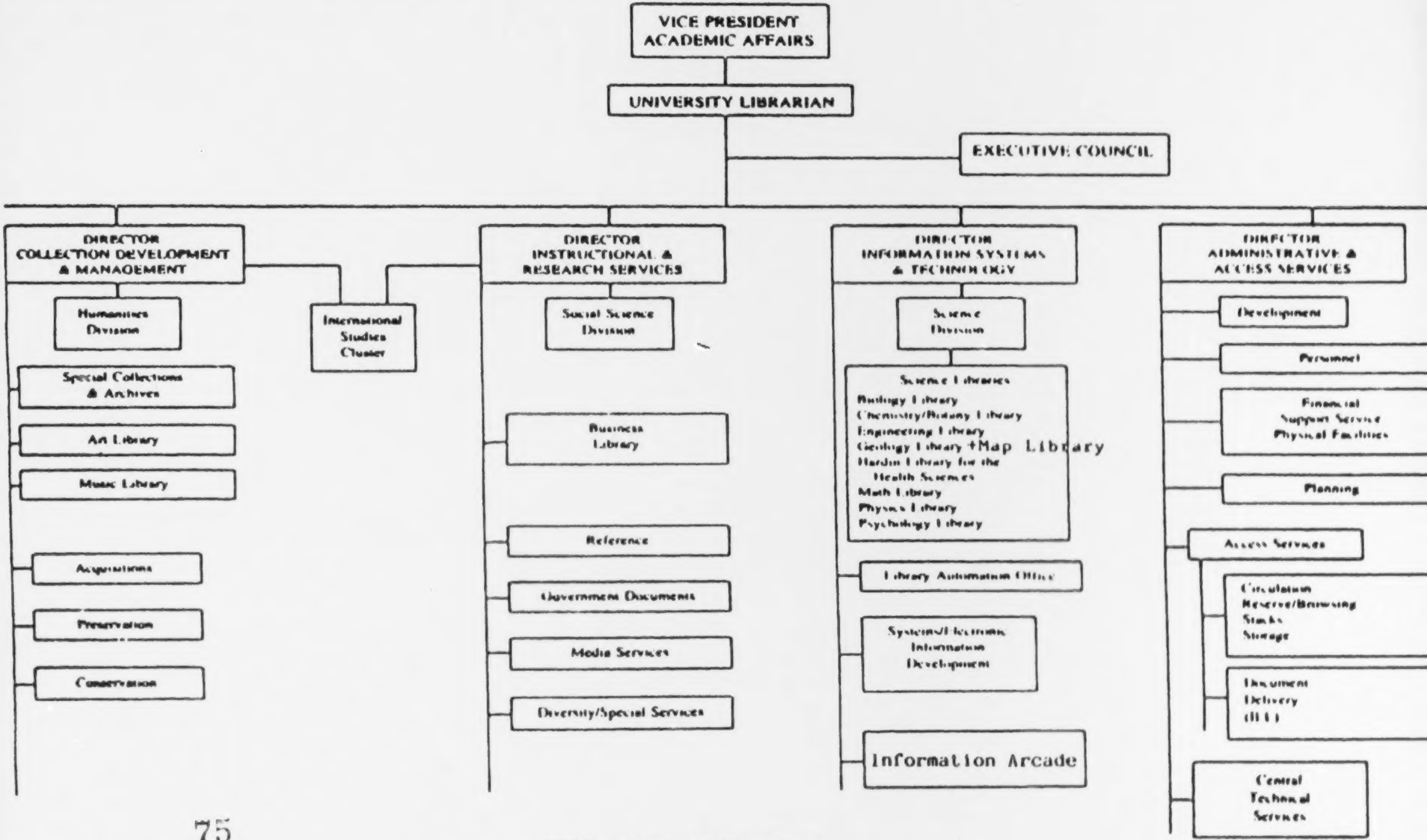
f) **Information and Instructional Services Committee (IISC).** This committee made up of representatives from various user services departments will be disbanded. Instead a team consisting of the heads of the Main Library user services departments and departmental libraries will be charged with actively assuming responsibility for addressing policy and programmatic issues, using a team-based approach focused on system-wide needs as well as local unit needs. This team will be responsible for assessing, with input from library users, the needs and priorities of users for information, instructional services and other library services.

g) **Information Arcade Advisory Council.** This large group comprised of faculty, technologists and librarians should be reviewed to determine if it can be discontinued at this time. It has been inactive for some time and may have fulfilled its intended role.

h) **Arcade Steering Committee.** This committee should continue in order to address policy issues and new directions. The group consists of the head of the Arcade, the University Librarian, appropriate Libraries directors, the Director of the Office of Information Technology, the Director of the Weeg Academic Computing Center, and a faculty member. It generally meets on a quarterly basis.

i) **Collection Management and Development Committee.** This Committee will be restructured based on changes in collection management and development assignments.

THE UNIVERSITY OF IOWA LIBRARIES


VICE PRESIDENT ACADEMIC AFFAIRS
UNIVERSITY LIBRARIAN
EXECUTIVE COUNCIL
DIRECTOR COLLECTION DEVELOPMENT & MANAGEMENT
Humanities Division
International Studies Cluster
Special Collections & Archives
Art Library
Music Library
Acquisitions
Preservation
Conservation
DIRECTOR INSTRUCTIONAL & RESEARCH SERVICES
Social Science Division
Business Library
Reference
Government Documents
Media Services
Diversity/Special Services
DIRECTOR INFORMATION SYSTEMS & TECHNOLOGY
Science Division
Science Libraries
Biology Library
Chemistry/Botany Library
Engineering Library
Geology Library +Map Library
Hardin Library for the Health Sciences
Math Library
Physics Library
Psychology Library
Library Automation Office
Systems/Electronic Information Development
Information Arcade
DIRECTOR ADMINISTRATIVE & ACCESS SERVICES
Development
Personnel
Financial Support Service Physical Facilities
Planning
Access Services
Circulation
Reserve/Browsing
Stacks
Storage
Document Delivery (ILL)
Central Technical Services

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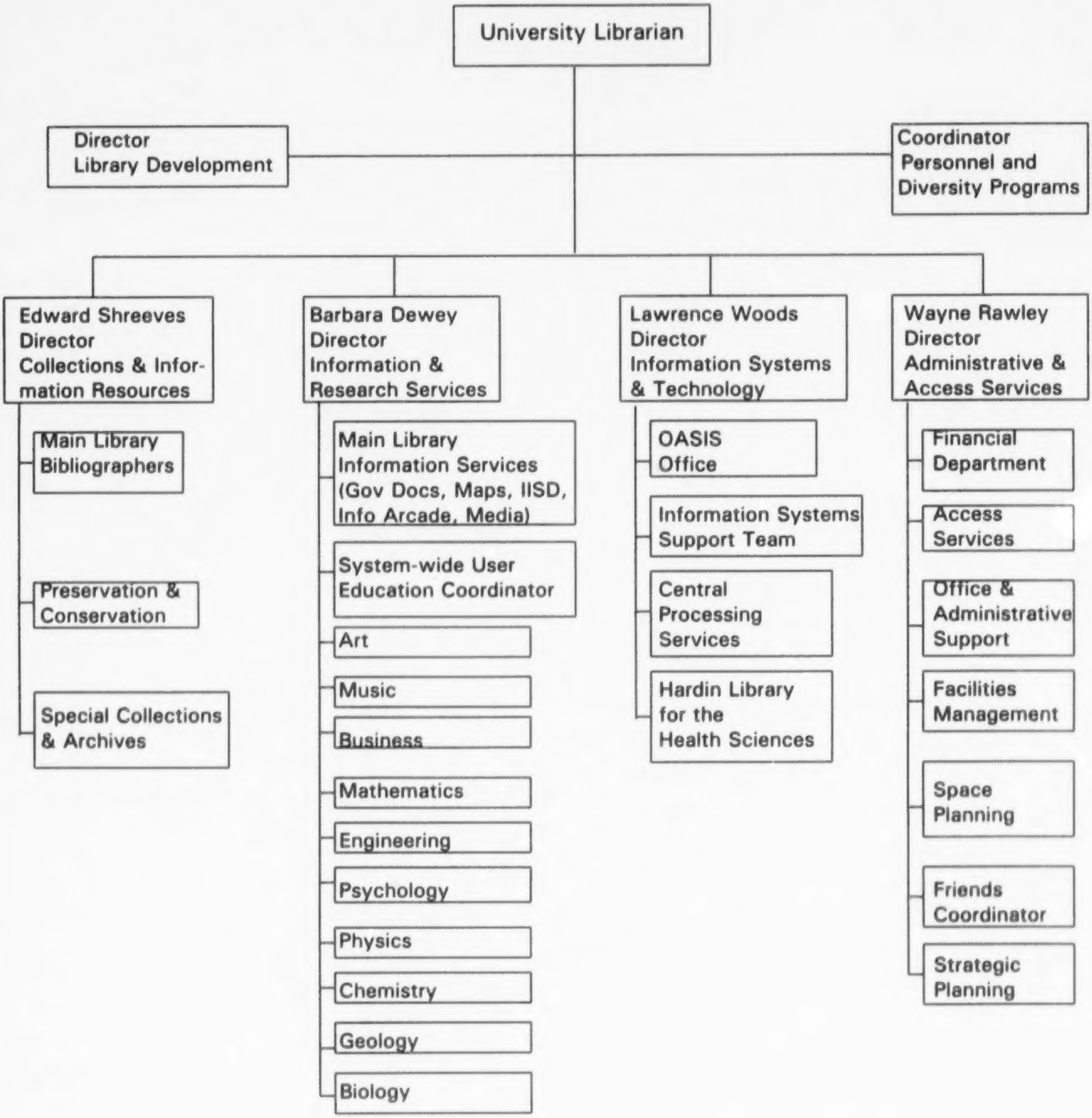
(Current)

APPENDIX 1


University Librarian
Director Library Development
Coordinator Personnel and Diversity Programs
Edward Shreeves Director Collections & Information Resources
Main Library Bibliographers
Preservation & Conservation
Special Collections & Archives
Barbara Dewey Director Information & Research Services
Main Library Information Services (Gov Docs, Maps, IISD, Info Arcade, Media)
System-wide User Education Coordinator
Art
Music
Business
Mathematics
Engineering
Psychology
Physics
Chemistry
Geology
Biology
Lawrence Woods Director Information Systems & Technology
OASIS Office
Information Systems Support Team
Central Processing Services
Hardin Library for the Health Sciences
Wayne Rawley Director Administrative & Access Services
Financial Department
Access Services
Office & Administrative Support
Facilities Management
Space Planning
Friends Coordinator
Strategic Planning

"CHOICES, CHALLENGES, AND OPPORTUNITIES: A STRATEGIC PLANNING DOCUMENT FOR THE UNM GENERAL LIBRARY"

Introduction:

"We do better if we can see in the trends a way to adequately prepare for the future without having to predict it". (Heterick/Sanders, Educomm, 1993)

The mission of the UNM General Library is to develop collections which support the educational and research programs of the University of New Mexico and to provide services for the benefit of university and research communities and the residents of the state of New Mexico. During the next 3-5 years, certain trends will influence the direction and options for the UNM General Library in fulfilling its mission. This document represents the choices that the General Library will make in the next few years.

The document is organized into six separate sections. The first section is a comprehensive list of the trends that will influence the direction and options of the UNM General Library. The list is subdivided into five categories:

1. Collections and Connections
2. Programs and Services
3. Staffing
4. Facilities
5. Funding

These five major categories comprise the next five sections of the document. In each section specific strategies are identified and the groups responsible for the task are listed. It is the intention of the Library to update this document regularly as new trends are identified and as strategies are successfully employed.

COMPREHENSIVE LIST OF TRENDS

"COLLECTIONS AND CONNECTIONS"

TREND 1: The University of New Mexico will maintain its membership in the Association for Research Libraries. The University of New Mexico will seek to improve and maintain its ARL ranking. As stated in the UNM 2000 Plan, "The goal for the University is to move into the 'top 50' research university libraries in the nation."

TREND 2: Increased dependency among institutions will create pressures for the redesign and strengthening of all types of resource sharing and cooperative acquisitions agreements. The UNM General Library will be expected to contribute to these agreements by sharing its collections and materials with other institutions.

TREND 3: The UNM General Library collections will continue to offer breadth and complexity matched to the scope of the academic program but will be increasingly supplemented with electronic access to information available on campus and elsewhere. The UNM General Library will expand its role as a "gateway" by providing entry points into networks, connecting individuals to a variety of information sources.

TREND 4: The traditional and emerging communication and publishing systems will coexist for an indeterminate period. The InterNet (National Research and Education Network) will offer opportunities and challenges in the organization, retrieval, integration, storage, and archiving of information ranging from peer-reviewed "published" documents to the more informal but valuable "conference" discussions. The UNM General Library will actively monitor and evaluate emerging communication and publishing systems to determine their utility for the libraries and the university.

TREND 5: The academic libraries will enhance, expand, and extend their on-line catalog systems.

TREND 6: The UNM General Library will be faced with an increasing number of library materials in a variety of formats that will require preservation and conservation treatments. The UNM General Library will develop a strategy for preservation and conservation that will address the critical issues of print deterioration, short and long term storage of the materials, and the expected obsolescence of digital systems.

PROGRAMS AND SERVICES

TREND 1: The role of libraries will increasingly be one of teaching the campus community the strategies needed to locate and integrate a variety of information resources.

TREND 2: Demands and pressure for providing individualized and convenient end-user information services will continue to increase.

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TREND 3: Because of the increasing demands for services and because of the greater emphasis on life-long learning opportunities, libraries will evaluate and revise as appropriate their service policies and programs.

TREND 4: Librarians will refocus their roles as technology provides constantly shifting ways to approach information access and scholarly communication at every stage of the research and teaching process. While not supplanting the current responsibilities, the role of the librarians will increasingly be one of assisting with the design of local campus databases and of contributing to the design and management of national networked systems.

STAFFING

TREND 1: Technological innovations and the need to redesign library operations will accelerate the demand for staff training and development. The University of New Mexico General Library will provide student employees, staff and faculty with the opportunity to develop the abilities and the skills needed to work in a changing environment.

TREND 2: In spite of increasing demand for services, libraries are reducing personnel expenses as a total percentage of the budget.

TREND 3: Technological innovations and library automation will not eliminate or reduce the need for staffing. Because of information technologies and library automation, staffing will be reallocated and in some areas supplemented.

FACILITIES

TREND 1: For the next three to five years, print format will continue to be the predominant format in the library's collections. The need for additional space currently exists for library facilities and will continue to grow as collections and services expand.

TREND 2: Because of expanding information services and systems, the existing UNM library buildings will be redesigned, remodelled, and retrofitted to accommodate new equipment and the demand for new electronic services.

TREND 3: Remote storage for library collections will be promoted as a solution at the University of New Mexico for housing expanding print collections.

TREND 4: The UNM General Library will continue to improve its security and safeguard systems and procedures to protect its patrons, employees, and collections.

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FUNDING

TREND 1: The cost of providing information and obtaining library materials and electronic services will exceed the general rate of inflation and the overall increase to the library's base budget.

TREND 2: The national trend for research libraries will be to allocate a greater portion of the library's budget to automation and access to electronic information services.

TREND 3: Because the demand for services exceeds budgetary and personnel resources and because of the increasing costs for acquiring and accessing information, libraries will have to develop new fee structures for providing information services.

TREND 4: It is expected that a growing percentage of the Library's budget will come from sources external to the university's G budget.

"COLLECTIONS AND CONNECTIONS"

TREND 1:

The University of New Mexico will maintain its membership in the Association for Research Libraries. The University of New Mexico will seek to improve and maintain its ARL ranking. As stated in the UNM 2000 Plan, "The goal for the University is to move into the 'top 50' research university libraries in the nation."

Strategies:

*Aggressively solicit donations of collections appropriate for the university.

> Responsibility: Collection Development, Gifts, and Library Development Office

*Develop a comprehensive plan to coordinate the cataloging of appropriate university reports, publications, and documents and to establish the General Library as a depository for two copies of each title cataloged. Access for the campus and for Internet will be provided for these publications by the Library's online catalog.

> Responsibility: Dean's Office, Provost, Council of Deans, Library Management Team, and Catalog Department

*Encourage other campus departments to participate in the Library's online catalog by adding their collections. The General Library will discuss the possibility of a joint catalog with the Clark Field Archive (Maxwell), Native American Studies, Spanish Resource Center, US-Japan Center, Latin American Programs in Education, and Women's Studies. These discussions will address how to fund a project cataloging staff.

> Responsibility: Dean's Office, Systems, Catalog Department, and Collection Development

*Submit grant proposals to acquire new materials which support UNM's programs.

> Responsibility: Library Faculty, Library Management Team, and Library Development Office

*Seek out "business partners" (cooperative agreements) to fund collections and personnel in the library. Such agreements can be modeled after the Webster/Phoenix contracts and the Latin American Institute and Center for Regional Studies agreements.

> Responsibility: Library Management Team, Library Development Office, and Parish Library

*Allocate, in 1993/94 and 1994/95, at least 35 percent of the total budget for the purchase of library materials.

> Responsibility: Library Management Team and Collection Development

*Work on centralizing collections and services in the Center for Southwest Research and on expanding significant collections in the Center.

Responsibility: Center for Southwest Research and Collection Development

TREND 2:

Increased dependency among institutions will create pressures for the redesign and strengthening of all types of resource sharing and cooperative acquisitions agreements. The UNM General Library will be expected to contribute to these agreements by sharing its collections and materials with other institutions.

Strategies:

*Continue to expand the role of the General Library as a resource in the state of New Mexico, the Southwest, the Midwest, and Latin America.

Responsibility: Library Management Team and Interlibrary Loan

*Plan and implement a cooperative acquisitions program among New Mexico State University, New Mexico Institute of Mining and Technology, UNM, and the research libraries at Sandia, Kirtland, and Los Alamos.

Responsibility: Centennial Science and Engineering Library, Collection Development, and the Library Services Alliance

*Work with ISTEC (Ibero American Science and Technology Education Consortium) to plan and implement resource sharing programs.

Responsibility: Centennial Science and Engineering Library

*Continue resource sharing agreements with AMIGOS (a southwest regional library cooperative) and with the Greater Midwest Research Library Consortium (formerly the Big Eight Library Group).

Responsibility: Library Management Team and Interlibrary Loan

*Deliver information products in a timely manner by treating requests from within New Mexico Consortium of Academic Libraries, the Library Services Alliance, Greater Midwest Research Library Consortium, and from other New Mexico libraries as priority requests.

Responsibility: Centennial Science and Engineering Library and Interlibrary Loan

*Develop borrowing reciprocity for Library Services Alliance users.

Responsibility: Centennial Science and Engineering Library

*Continue to work with the New Mexico State Library and the New Mexico Library Association in developing a union list of serials.

Responsibility: Library Management Team

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*Expand the use of the online request option on LIBROS to other libraries. This function will allow students, faculty, and staff to submit requests for materials directly to lending libraries.

Responsibility: LIBROS Advisory Review Committee

*Expand the use of Pony Express (commercial couriers), ARIEL, and other document delivery systems to reduce "turn around" time for Interlibrary Loan/Document Delivery Service requests. One goal will be to provide 24-hour turn around for priority requests.

Responsibility: Library Management Team and Interlibrary Loan

*Work with the Law and Medical libraries in developing coordinated acquisitions programs and in offering joint databases.

Responsibility: Library Management Team and Collection Development

*Develop in cooperation with other Southwest institutions electronic storage and retrieval systems, cooperative manuscript cataloging, standardized computerized indexes to special materials accessible on the campus network and document delivery systems.

Responsibility: Center for Southwest Research, Systems, and Catalog Department

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TREND 3:

The UNM General Library collections will continue to offer breadth and complexity matched to the scope of the academic program but will be increasingly supplemented with electronic access to information available on campus and elsewhere. The UNM General Library will expand its role as a "gateway" by providing entry points into networks, connecting individuals to a variety of information sources.

Strategies:

*Allocate, in 1994/95, at least 35 percent of the total budget for purchase of library materials. During the next three years, the automation and access budget will increase by 10 percent each year and will be supplemented by capital allocations.
Responsibility: Dean's Office, Library Management Team, and Systems

*Work with TVI, UNM Valencia, and UNM Los Alamos in exploring the possibility of adding their cataloging records the Library's online catalog.

Responsibility: Dean's Office, Systems and LIBROS Advisory Review Committee

*Offer access to an electronic encyclopedia.

Responsibility: Systems and Collection Development

*Extend the online catalog system to provide additional gateway access to remote resources. The online catalog gateway will expand to include, at a minimum, access to New Mexico State University, Albuquerque Public Library, the national laboratories, UNMINFO, and OCLC's FirstSearch. Other possibilities to consider include other Innovative Interfaces, Inc. sites, Eastern New Mexico University, and Western New Mexico University.

Responsibility: Public Services Management Team, Systems, and LIBROS Advisory Review Committee

*Participate more extensively in the various departmental reviews conducted by the Faculty Senate committees in evaluating departmental needs and library resources.

Responsibility: Collection Development

*Evaluate University Microfilms International's periodicals on CDROM.

Responsibility: Public Services Management Team and Systems

*Evaluate the use of cable service in libraries.

Responsibility: Public Services Management Team

*Study the opportunities to pool resources for sharing electronic databases among Library Services Alliances (New Mexico State University, New Mexico Tech, Phillips, Sandia, and Los Alamos).

Responsibility: Centennial Science and Engineering Library

*Continue to evaluate existing collections by revising collection policy statements and by conducting usage studies.

Responsibility: Collection Development

*Establish cataloging priorities, including the Center for Southwest Research back log.

Responsibility: Library Management Team, Collection Development, and Catalog Department

TREND 4:

The traditional and emerging communication and publishing systems will coexist for an indeterminate period. The InterNet (National Research and Education Network) will offer opportunities and challenges in the organization, retrieval, integration, storage, and archiving of information ranging from peer-reviewed "published" documents to the more informal but valuable "conference" discussions. The UNM General Library will actively monitor and evaluate emerging communication and publishing systems to determine their utility for the libraries and the university.

Strategies:

*Promote the use on campus of electronic journals and electronic texts.

Responsibility: Systems and Public Services Management Team

*Evaluate "On-Demand" textbook publishing systems.

Responsibility: Systems, Bookstore, and the Printing Plant

*Evaluate OCLC's electronic engineering journal.

Responsibility: Centennial Science and Engineering Library and Systems

*List Internet addresses and login instructions for electronic publications in LIBROS.

Responsibility: Systems

*Add the UNM Press catalog to LIBROS or to the university's gopher server.

Responsibility: Systems and CIRT

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TREND 5:

The academic libraries will enhance, expand, and extend their online catalog systems.

Strategies:

*Add specialized research files developed within the General Library to the online catalog and the campus network. UNM Archives and the Center for Southwest Research database for the Photoarchives will be the first two files developed.

Responsibility: Center for Southwest Research, Systems, and Collection Development

*Enhance the online catalog system to include informational records such as library hours, workshop announcements, community information, Dialog "blue sheets", path finders, and bibliographies.

Responsibility: Public Services Management Team and Systems

*Enhance the online catalog by adding table of contents information.

Responsibility: Catalog Department and Systems

*Install or develop an interface with UNM Student Accounts system and the library's circulation system.

Responsibility: CIRT and Systems

*Enhance the online catalog system by adding the Reference Database software, the Z39.50 client/server software, the Spanish menus software, and the Export software.

Responsibility: Systems

*Convert all titles in the library's shelflist to machine readable formats and add records to the online catalog system. Project schedule will be July 1994 - July 1996.

Responsibility: Catalog Department and Systems

*Continue systematic quality control procedures to maintain the accuracy of the online catalog.

Responsibility: Catalog Department and Systems

*Purchase cataloging records for the General Library's microform collections.

Responsibility: Collection Development, Catalog Department, and Systems

*Add cataloging records for sound recordings, maps, manuscripts, and technical reports to the online catalog.

Responsibility: Catalog Department and Collection Development

*Install EDI (electronic data interface) software for serials claiming.

Responsibility: Technical Services Management Team and Systems

*Expand the online catalog system to provide access to indexing and abstracting databases and to full text files.

Responsibility: Collection Development, Public Services Management Team, Systems, and LIBROS Advisory Review Committee

*Replace all Wyse terminals in the public online catalog areas with terminals or computers supporting at a minimum VT100 emulation.

Responsibility: Systems

TREND 6:

The UNM General Library will be faced with an increasing number of library materials in a variety of formats that will require preservation and conservation treatments. The UNM General Library will develop a strategy for preservation and conservation that will address the critical issues of print deterioration, short and long term storage of the materials, and the expected obsolescence of digital systems.

Strategies:

*Seek outside funding from grants and contracts to support the Center for Southwest Research conservation laboratory and its operations.

Responsibility: Center for Southwest Research and Library Development Office

*Microfilm all New Mexico newspapers which are currently not available from commercial sources.

Responsibility: Newspaper Project

PROGRAMS AND SERVICES

TREND 1:

The role of libraries will increasingly be one of teaching the campus community the strategies needed to locate and integrate a variety of information resources.

Strategies:

*Identify the locus of responsibility for library instruction.

Responsibility: Library Management Team

*Identify where additional positions are needed for reference/instruction activities. Develop a strategy for filling these positions, including three reference librarians for the Center for Southwest Research.

Responsibility: Library Management Team and Center for Regional Studies

*Work with CIRT and the Internet Support Group to develop specific workshops and courses on "how to navigate the electronic universe".

Responsibility: Public Services Management Team, Systems, and CIRT

*Implement a set of student outcomes for library instruction.

Responsibility: Public Services Management Team and Library Instruction Committee

*Develop multi-media or computer-assisted instruction products for instruction.

Responsibility: Public Services Management Team, Systems, and Library Instruction Committee

*Develop a program of adjunct credit instruction integrating library instruction and information literacy into the curriculum of degree granting colleges.

Responsibility: Public Services Management Team, CAPS, and Library Curriculum Committee

*Develop a pilot program offering one credit library labs. Possibilities include the Honors Program or the Music Department.

Responsibility: Public Services Management Team, CAPS, and Library Curriculum Committee

*Develop a pilot program using student mentors to teach other students the use of electronic library resources.

Responsibility: Public Services Management Team

*Add Library Instruction Guides to LIBROS.

Responsibility: Public Services Management Team and Systems

*Offer additional end-user workshops, including ClassMate, FirstSearch, and Uncover.

Responsibility: Public Services Management Team

*Publicize the Library's Instruction Services.

Responsibility: Public Services Management Team and CAPS

*Evaluate the use of an information desk for Zimmerman Library.

Responsibility: Public Services Management Team and Zimmerman Reference Department

TREND 2:

Demands and pressure for providing individualized and convenient end-user information services will continue to increase.

Strategies:

*Promote document delivery in which the end user submits requests directly to an off-campus supplier (i.e., FirstSearch, Bookstacks Unlimited, Uncover).

Responsibility: Public Services Management Team, and Interlibrary Loan

*Maintain library services in terms of their compliance with ADA.

Responsibility: Public Services Management Team and ADA Services Coordinator

*Plan for end-user self charge service including converting the collections from optical character recognition (OCR) labels to bar code.

Responsibility: Systems and Circulation units

*Examine the feasibility for an on campus document delivery service.

Responsibility: Public Services Management Team

*Plan for electronic reserve desk collections which offer remote access and on-demand printing of full text reserve material.

Responsibility: Public Services Management Team and Systems

*Establish the Center for Southwest Research as a center for materials, programs, and research on historical and contemporary Southwest issues, serving as a focal point for faculty, students, residents, and visiting scholars by integrating research materials on the Southwest and by providing space for seminars and exhibits.

Responsibility: Library Management Team and the Center for Southwest Research

*Publicize electronic reference service currently available on UNMINFO. Migrate the service to the Library's gopher server.

Responsibility: Public Services Management Team, Systems, and CIRT

*Schedule diversity workshops for library staff and faculty.

Responsibility: Library Management Team

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*Establish in the Center for Southwest Research an outreach program which may include the following: publicize activities and achievements of the Center through publications and promotional activities; sponsor the publication of occasional papers and monographs in cooperation with other agencies; organize exhibits, programs, and other activities to familiarize the general public with current research on the Southwest; and organize regional and national conferences and seminars, bringing together scholars from the U.S. and abroad conducting research on the Southwest.

Responsibility: Library Management Team and the Center for Southwest Research

*Develop a visiting scholars program in the Center for Southwest Research.

Responsibility: Library Management Team and the Center for Southwest Research

*Upgrade the equipment in the Audio Visual Center at the Fine Arts Library.

Responsibility: Library Management Team, Systems, and the Fine Arts Library

*Install additional self service copiers and upgrade Copy Center's facilities, including Ariel II, Fax, and microform printing services.

Responsibility: Copy Center and Library Management Team

TREND 3:

Because of the increasing demands for services and because of the greater emphasis on life-long learning opportunities, libraries will evaluate and revise as appropriate their service policies and programs.

Strategies:

*Measure and evaluate student, faculty, staff, and community use of the buildings and modify the hours of operation for optimal use.

Responsibility: Public Services Management Team

*Develop policies for library use of the building, collections, meeting rooms, and exhibit hall area.

Responsibility: Public Services Management Team, the Center for Southwest Research, and Library Development Office

*Evaluate policies for loan periods and borrowing privileges.

Responsibility: Public Services Management Team

*Conduct a user needs assessment.

Responsibility: Public Services Management Team

TREND 4:

Librarians will refocus their roles as technology provides constantly shifting ways to approach information access and scholarly communication at every stage of the research and teaching process. While not supplanting the current responsibilities, the role of the librarians will increasingly be one of assisting with the design of local campus databases and of contributing to the design and management of national networked systems.

Strategies:

*Evaluate the use of hyper-text and multi-media for electronic publications.

Responsibility: Public Services Management Team, Systems, and CIRT

*Develop an online request service for searches and call-ins of library materials.

Responsibility: Systems and Circulation units

*Evaluate the use of "scholar's workstations" in academic departments.

Responsibility: Public Services Management Team, Systems, and CIRT

*Develop a new Interlibrary Loan request form for the campus network replacing the current electronic form on UNMINFO.

Responsibility: Interlibrary Loan, Systems, and CIRT

*Evaluate Innovative Interfaces, Inc.'s Image software.

Responsibility: LIBROS Advisory Review Committee and the UNM Medical Library

*Assume an active role in the Coalition for Networked Information.

Responsibility: Dean's Office

*Develop with CIRT a gopher server for the Library.

Responsibility: Systems and CIRT

*Work with CIRT in exploring CDROM mastering systems.

Responsibility: Systems and CIRT

*Coordinate optical imaging development efforts among the Library Services Alliance members for storage and access of specialized materials.

Responsibility: Centennial Science and Engineering Library and Systems

*Integrate Centennial's microvax (HAL) functions into library-wide services, including upgrading the operating system and application programs.

Responsibility: Library Management Team, Centennial Science and Engineering Library, and Systems

STAFFING

TREND 1:

Technological innovations and the need to redesign library operations will accelerate the demand for staff training and development. The University of New Mexico General Library will provide student employees, staff, and faculty with the opportunity to develop the abilities and the skills needed to work in a changing environment.

Strategies:

*Post faculty/staff development opportunities in the General Library Official Bulletin.

Responsibility: Library Professional Staff Advisory Council, and Faculty Professional Enrichment Committee

*Support faculty/staff to attend conferences and workshops with release time and with professional enrichment grants.

Responsibility: Library Management Team, Library Professional Staff Advisory Council, and Faculty Professional Enrichment Committee

*Reflect training goals in the annual assessments.

Responsibility: Supervisors

*Provide training and documentation at the General Library in the areas of preservation, technical services, systems, email, and reference.

Responsibility: Library Management Team, Technical Services Management Team, and Systems

*Develop a program for training "trainers".

Responsibility: Library Management Team, Technical Services Management Team, and Systems

*Provide prompt and thorough dissemination of information to staff and faculty.

Responsibility: Library Management Team and Supervisors

*Provide systems training for email, Internet, gopher service, and FirstSearch.

Responsibility: Systems, CIRT, and Public Services Management Team

*Schedule a Information/Systems Series (7-10 workshops annually).

Responsibility: Systems and CIRT

*Promote the use of email in all library departments

Responsibility: Library Management Team

TREND 2:

In spite of increasing demand for services, libraries are reducing personnel expenses as a total percentage of the budget.

Strategies:

*Continue to examine the Library's level of staffing as it relates to the library's total budget. The level of staffing at the UNM General Library will reach a level comparable with the Commission on Higher Education's peer libraries.

Responsibility: Library Management Team

*Allocate, in 1994/95, 52 percent of the library's total budget for personnel expenditures. In 1995/96, the expenditures will not exceed 51 percent.

Responsibility: Library Management Team and Dean's Office

*Establish salaries of student workers, staff, and faculty at a level comparable to peer libraries and local market.

Responsibility: Library Management Team

*Examine the amount of committee work in the library.

Responsibility: Library Management Team

*Prepare a plan for each library department outlining how vacancies will be handled.

Responsibility: Department Heads

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TREND 3:

Technological innovations and library automation will not eliminate or reduce the need for staffing. Because of information technologies and library automation, staffing will be reallocated and in some areas supplemented.

Strategies:

*Seek out "business partners" (cooperative agreements) to fund collections and personnel in the library. Such agreements can be modeled after the Webster/Phoenix contracts and the Latin American Institute and Center for Regional Studies agreements.

Responsibility: Library Management Team, Library Development Office, and Parish Library

*Hire student employees to assist library patrons with the use of CDROM databases.

Responsibility: Public Services Management Team

*Fill the following positions when appropriate funds are identified:
--Director for the Center for Southwest Research
--Three reference librarians for the Center for Southwest Research
--Cataloger for departmental collections
--Associate Director for Systems Department
--Three instruction/reference librarians

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FACILITIES

TREND 1:

For the next three to five years, print format will continue to be the predominant format in the library's collections. The need for additional space currently exists for library facilities and will continue to grow as collections and services expand.

Strategies:

*Start the process of preparing a facility plan for the General Library, evaluating the need for Zimmerman IV.

Responsibility: Dean's Office and Facility Planning

*Use the Zimmerman Annex for storage for Fine Arts Library and for processing operations for the Center for Southwest Research and the Newspaper Project.

Responsibility: Fine Arts Library, Center for Southwest Research, and the Newspaper Project

*Conduct a "post occupancy" study of Zimmerman Library.

Responsibility: Dean's Office and Project Architect

*Work with Facility Planning and the College of Fine Arts in planning for a new Fine Arts Library.

Responsibility: Fine Arts Library, Facility Planning, and Library Management Team

*Plan for a Latin American Reading Room within Zimmerman Library.

Responsibility: Library Management Team, the Ibero Team, Dean's Office, Collection Development and Library Development Office

*Plan for the installation of additional compact shelving in CSEL and Zimmerman libraries.

Responsibility: Library Management Team

*Plan for a new current display area for periodicals and newspapers in Zimmerman Library.

Responsibility: Library Management Team and Collection Development

*Provide additional public copiers and microform reader printers.

Responsibility: Library Management Team and the Copy Center

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*Upgrade/replace the three oldest elevators in Zimmerman Library.

Responsibility: Library Management Team

*Conduct library building surveys to assess safety and preservation conditions and practices.

Responsibility: Preservation Committee

*Examine the feasibility of "satellite" information centers for south campus research parks and main campus locations.

Responsibility: Public Services Management Team

TREND 2:

Because of expanding information services and systems, the existing UNM library buildings will be redesigned, remodelled, and retrofitted to accommodate new equipment and the demand for new electronic services.

Strategies:

*Remodel Parish Library - Starting Date: May/June 1994.

Responsibility: Parish and Facility Planning

*Construct an "InterNet" facility in the libraries.

Responsibility: Library Management Team and Systems

*Connect the Fine Arts Library to the campus data communication network (CDCN).

Responsibility: Dean's Office, CIRT, and Systems

*Implement in conjunction with CIRT local area networks in the libraries to support access to CDROM databases.

Responsibility: Systems and Public Services Management Team

*Remodel Zimmerman Reference, CAPS, and the Catalog Department to accommodate the use of new information technologies and instruction on the use of the new services. (The remodelling will include new carpeting.)

Responsibility: Zimmerman Reference, Catalog Department, CAPS, Systems, Technical Services Management Team

*Evaluate the current working conditions in the libraries and the impact of information technologies in all staff areas.

Responsibility: Library Management Team

*Plan for a training facility for library staff and faculty for learning and assessing electronic information services.

Responsibility: Library Management Team

*Upgrade computers and software to 1995 standards. (Currently most computers utilize 1985 standards.)

Responsibility: Library Management Team and Systems

*Install networked laser printers in all libraries.

Responsibility: Systems

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*Acquire new furniture in the libraries for Zimmerman Library's West Wing and for circulation desks, microforms, study areas, and Interlibrary Loan.

Responsibility: Library Management Team

TREND 3:

Remote storage for library collections will be promoted as a solution at the University of New Mexico for housing expanding print collections.

Strategy:

*Work with Facility Planning in developing a plan for the eventual construction of a remote storage facility for all UNM libraries. The plan should investigate the feasibility of a state-wide remote storage facility for all New Mexico academic libraries.

Responsibility: Library Management Team and Facility Planning

TREND 4:

The UNM General Library will continue to improve its security and safeguard systems and procedures to protect its patrons, employees, and collections.

Strategies:

*Conduct a Physical Security Audit of all libraries.

Responsibility: Library Management Team and UNM Police

*Review the Physical Security Audit report conducted for Zimmerman Library and implement where feasible the report's recommendations.

Responsibility: Facility Planning and Library Management Team

*Develop a policy for prohibiting disruptive library users from entering the library's facilities.

Responsibility: Regents, Provost, and Library Management Team

*Install additional self service public lockers in the libraries.

Responsibility: Public Services Management Team

FUNDING

TREND 1:

The cost of providing information and obtaining library materials and electronic services will exceed the general rate of inflation and the overall increase to the library's base budget.

Strategies:

*Recognize that private sources will comprise a larger proportion of funding for the library.

Responsibility: Dean's Office, Library Development Office, and Friends of UNM Libraries.

*Press for library formula funding revisions with the Commission on Higher Education.

Responsibility: Dean's Office, Provost, and Vice President for Business and Finance

*Prepare communiques for the Public Affairs Office, the university community and state officials explaining the "acquisitions crisis" and the state of the library's budget.

Responsibility: Dean's Office, Collection Development, and Library Development Office

*Work on obtaining an adequate base budget which is not dependent on "plant funds" and student fees.

Responsibility: Dean's Office, Provost, and Vice President for Business and Finance

*Calculate a realistic and appropriate amount of research overhead for the General Library.

Responsibility: Dean's Office and Provost

TREND 2:

The national trend for research libraries will be to allocate a greater portion of the library's budget to automation and access to electronic information services.

Strategy:

*Allocate in 1994/95, at least 35 percent of the total budget for the purchase of library materials. During the next three years, (and assuming that the base budget will increase) the automation and access budget will increase by 10 percent each year and will be supplemented by capital allocations.

Responsibility: Library Management Team, Systems, and Dean's Office

TREND 3:

Because the demand for services exceeds budgetary and personnel resources and because of the increasing costs for acquiring and accessing information, libraries will have to develop new fee structures for providing information services.

Strategies:

*Define "core services" which will be provided at no additional cost to the university community and "value added services" which will be provided on a fee basis.

> Responsibility: Library Management Team and Public Services Management Team

*Establish a task force to assess user needs and their ability and willingness to pay for services and programs.

> Responsibility: Library Management Team, Faculty Senate Library Committee, and Library Development Office

TREND 4:

It is expected that a growing percentage of the Library's budget will come from sources external to the university's G budget.

Strategies:

Explore non-traditional sources for funding including creating "business partnerships" (cooperative agreements) to support collections and personnel.

Responsibility: Library Management Team and Library Development Office

***Increase the Library's endowment to two million dollars.**

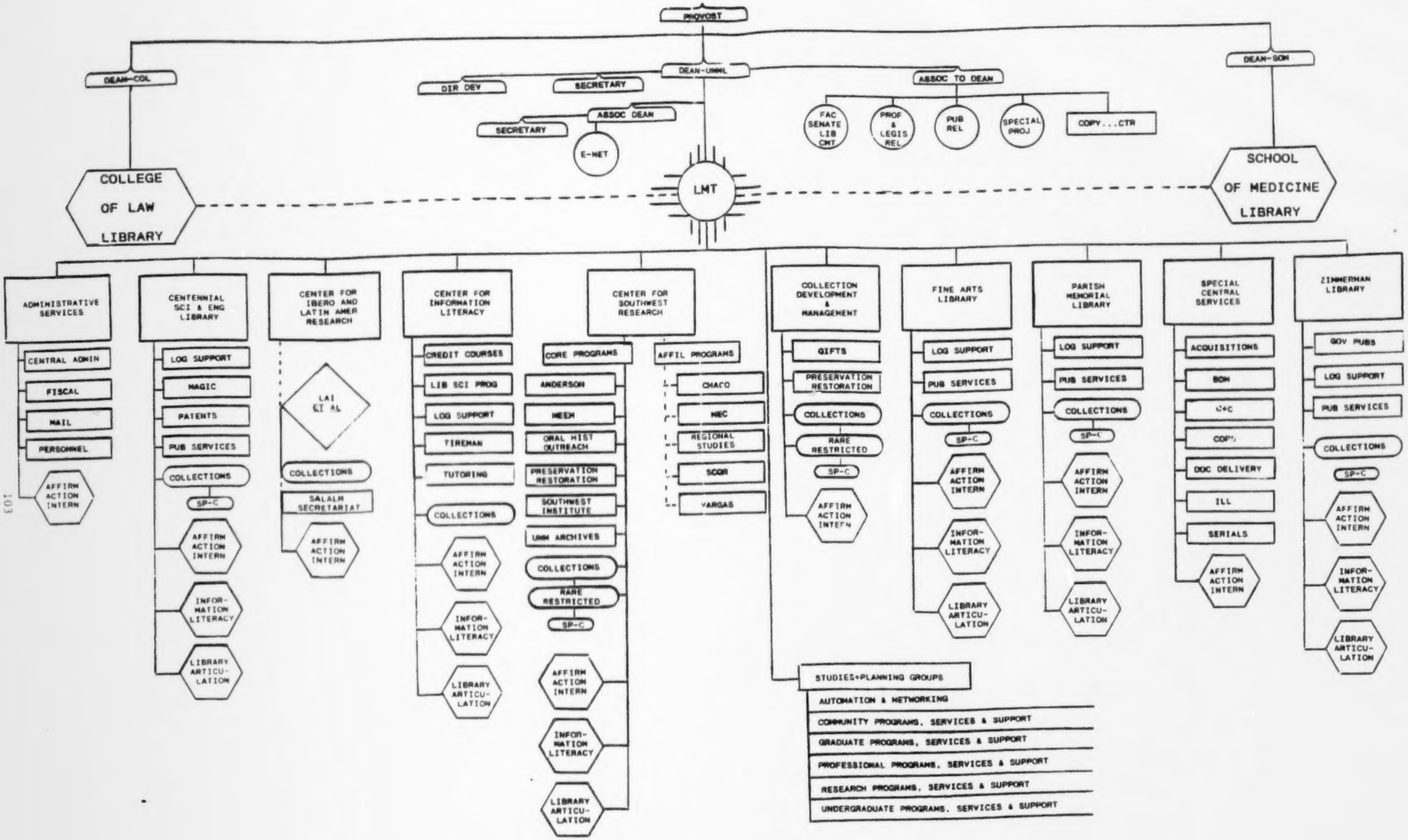
Responsibility: Library Management Team and Library Development Office

***Increase grant writing efforts and specify areas for proposals.**

Responsibility: Library faculty and Library Development Office

***Develop corporate sponsorship programs for the Library.**

Responsibility: Library Development Office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LIBRARY ARTICULATION

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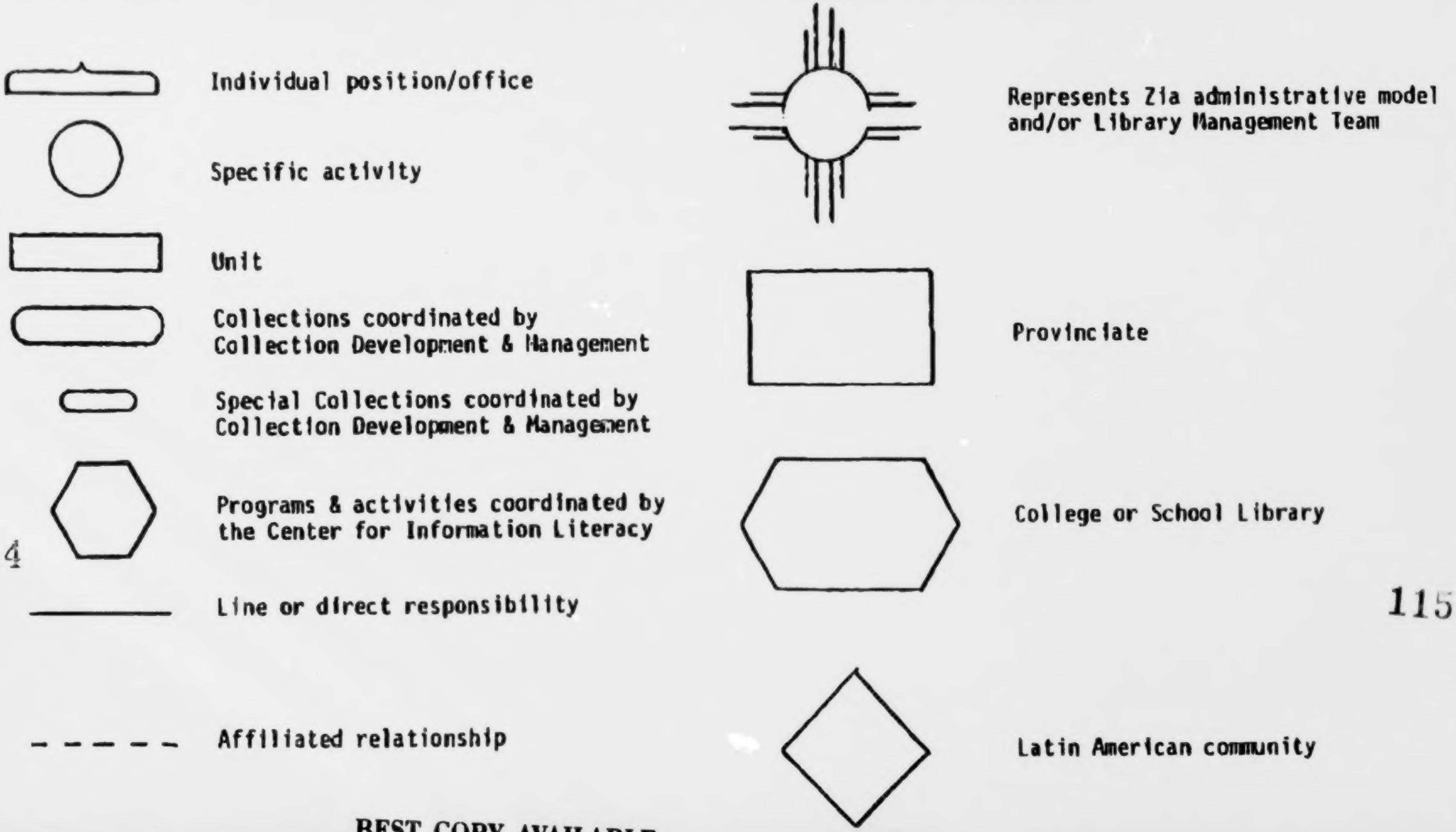
The UNM Library (System) is composed of the UNM General Library, the College of Law Library, and the School of Medicine Library. The UNM General Library (UNMGL) is composed of several libraries and library centers. UNMGL is comparable to a non-departmentalized academic college, uniquely divided into administrative provinciates. Provinciates are led and managed by a complement of directors. The UNM General Library is headed by the Dean of Library Services. In partnership with the Dean of Library Services the Library Management Team (LMT) makes policy, allocates human and financial resources, resolves problems, and oversees UNMGL activities and operations. LMT distinguishes the UNMGL or Zia model for administering and managing a large academic research library/information learning facility. LMT is characterized by administrative empowerment and shared managerial accountability for UNMGL as a whole. LMT is not necessarily a hierarchical body or an assembly of parochial representatives. LMT may be composed of people from any level in and any part of the General Library. Not counting student employees UNMGL has approximately 200 library faculty and staff. The Library Management Team may be composed of as many as 20 people.


Individual position/office
Specific activity
Unit
Collections coordinated by Collection Development & Management
Special Collections coordinated by Collection Development & Management
Programs & activities coordinated by the Center for Information Literacy
Line or direct responsibility
Affiliated relationship
Represents Zia administrative model and/or Library Management Team
Provinciate
College or School Library
Latin American community

University of New Mexico
January 1991

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NORTHWESTERN UNIVERSITY LIBRARY
A VISION FOR THE MILLENNIUM

The Vision of Library Technology Task Force
August 27, 1993

Executive Summary

By the year 2000, the Northwestern University Library will have extended its resources and services to the desktops of faculty, students, and staff, who will have twenty-four-hour access to local and remote electronic resources in all formats from their offices, dorms, and classrooms. Bibliographic access and circulation information for all the Library's collections will be available online. From their desktops, users will have the ability to initiate electronically many Library circulation, interlibrary loan, and reference transactions.

Measures of library quality will be based on providing access and meeting user needs rather than on the numbers of volumes owned. While the Library will continue to purchase, process, and house printed materials, by the year 2000 a much more significant proportion of the materials budget will be allocated for electronic resources. These may include full-text databases, numeric datasets, network access, electronic journals and books, and multimedia resources.

Upon entering any of the Northwestern libraries, users will encounter a welcoming environment that reflects the Library's commitment to furthering education, inquiry, and research. The main service area of each of the libraries will be redesigned to include a General Information Center, a new service area that will offer users guidance to appropriate departments for in-depth and subject-specific research assistance, assistance with the Library's database and gateway systems, and answers about access. The General Information Center will also consist of a cluster of full service workstations, providing access to the Library's many electronic bibliographic and instructional resources, including gateways to numerous databases in remote locations.

An Information Technology Center in the Library will provide strong support to staff in the effective use of technology. This Center will have primary responsibility for the training of Library staff in software applications and for addressing staff hardware and software questions and problems.

The Library of the year 2000, with an understanding of the promise and the limitations of technology, will have used that technology to help create an environment for excellence in providing research and information services.

The Vision Statement

By the beginning of the 21st Century, Northwestern University Library will be a leader in creating a new environment for excellence in the provision of research and information services. Through collaborative efforts, the Library will have created an integrated information service that provides desktop access to worldwide electronic information resources and services for our users. Library staff will have the skills, flexibility, and organizational support to keep pace with the rapidly changing environment and to apply new technologies to assist users and to improve operations.

The Environment of the Year 2000

In the year 2000, technological change will continue its rapid acceleration with the impact of each change becoming greater. There will be vastly increased storage and power in smaller chips and more speed and more capacity in new media. New interfaces will make the technology much easier to use. At the same time, no one operating system will dominate and there will be improved cross-platform compatibility and communication.

The Internet will be a robust and easy to use information highway that will provide data in all possible formats. It will be heavily used throughout the educational, governmental, and commercial sectors. The changeover of the Internet from a government-subsidized to a privately managed system of networks will be complete. No radical increase in access costs to academia is expected based on the recent decision by the Corporation for Regional and Enterprise Networking (COREN), a new company formed by eight regional networks (including CICnet), to sell network services to universities on an annual fee basis.

By the year 2000, U.S. government regulations segregating the cable, phone, and television industries will have been relaxed. The computer and communication industries in the U.S. will have taken major steps toward full integration. This will have a profound impact on information services. It is estimated that the number of U.S. households with microcomputers will increase significantly from 27% to 60%, while fiber-optic cable connections to the information superhighway will be accessible to 45% of American homes. CD-ROM (and its upgrades) will be the predominant medium in education and home markets.

Distributed processing with client/server architecture and networking will be the mode of operation in technology. Within business, industry, and academia, office equipment, phones, faxes, workstations, and copiers will be networked. In such an environment, there will be increasing opportunities for work at home or in remote locations. At the same time, easy access to information and colleagues through the networks will result in more collaborative team-oriented projects within and across organizations.

The publishing world will continue to expand with software companies joining the ranks of the traditional print publishers. Significant amounts of print will continue to be produced, but it is estimated that in the United States print will account for less than half of all publishing. More and more information will be produced and stored digitally, with such formats as electronic journals, CD-ROM, and multimedia predominating. New forms of manipulatable "text" will be common, especially for educational uses. More primary research data will be published in electronic form. Increases in print production costs, increasingly limited markets, and the richness of data formats will result in a preference by publishers for electronic distribution of the scholarly monograph; "publication" will be electronic with print-on-demand or downloading capabilities.

On Northwestern's campus, virtually all classrooms, offices, and dorms will be networked. Through the networks, faculty, students, and staff will have access to a wide array of electronic resources and reference databases. These resources, whether the Library owns them or provides access to them, will be considered by faculty, students, and the administration as our "collection".

Nearly all Northwestern faculty and students will own a microcomputer and the microcomputer of choice will be a portable post-Pentium chip machine. The choice of the computer's operating system will not restrict the ability to connect and communicate via modem or networks. The portable computer can use networking, phone, and radio technology to connect with world-wide data and information sources and will be operated by keyboard, touch screen, voice, or pen command. In the campus distributed computing environment, students and faculty will have access to a wide array of software applications on network servers. Despite the proliferation of microcomputers, there will still be a need on campus to support specialized or high-end users of technology.

New technologies developed from virtual reality and artificial intelligence will have begun to have a profound impact on society, particularly on learning and teaching methodologies. One such technology, intelligent agents--programs which analyze the context of words in a database--will be widely used to help library users locate and identify information. In addition, faculty will increasingly use electronic based resources in research, curricular development, and classroom teaching.

The student body at Northwestern will be increasingly diverse as more minorities are recruited and as adults return to the classroom to prepare for second and third careers. Thus, there will be an overall change in the ages, experience, and expectations of students, particularly those attending graduate and professional schools. Students will take an increasingly active role in their own education--more research, projects, seminars, independent studies--which will require more sophisticated reference and instructional support. Most students will be computer literate, but they will still have a wide variety of skill levels in using information resources.

The Northwestern University Library in the Year 2000

Library Resources and Services

By the year 2000, the Northwestern University Library will have made significant progress toward extending our resources and services to the desktops of faculty, students, and staff. Twenty-four-hour access to, and manipulation of, local and remote electronic resources in all formats (e.g., text, video, sound, graphics) will be possible from offices, dorms, and classrooms. Bibliographic access and circulation information for all the Library's collections will be available online, along with a vast array of other resources. Library staff knowledgeable in information technology and educational principles and methods will work in person and electronically with users to assist them in accessing information resources and managing their own information systems. All electronic Library services will present a common graphical user interface; moreover, intelligent agents will be widely used to help library users locate and identify information. The Library's system will adhere to prevailing international standards, such as Z39.50, Common Command Language, and Electronic Data Interchange.

In this new environment, users will be able to conduct many library transactions electronically. For example, from their desktops, users will be able to check-out a Library-owned item and request its delivery to an office or dorm; place a recall or renew an item; request an item through interlibrary loan or a commercial document supplier; access directly or request online delivery of an electronic journal, book, or multi-media resource; recommend an item for purchase; or pay a fine or fee. Users will be able to access information posted by Library staff on an online bulletin board or gopher server and consult with staff interactively.

The Library will continue to offer as many of its services as possible free of charge; but for those services for which it must charge, such as commercial database access, document delivery, and extensive printing, there will be a simple, generalized method of cost recovery.

Measures of library quality will be based on providing access and meeting user needs rather than on the numbers of volumes owned. While the Library will continue to purchase, process, and house printed materials, by the year 2000 a much more significant proportion of the materials budget will be allocated for electronic resources. These may include full-text databases, numeric datasets, network access, electronic journals and books, and multimedia resources. The selection process for these materials will include factors such as the size of the user group, the relative importance or uniqueness of the file, the ease of use and power of the search and retrieval software, the most appropriate means of access if alternatives are available (CD-ROM, disk, remote online), and user support issues--training, documentation, and updating. These factors will be assessed by selectors in conjunction with appropriate services and systems support staff. Decisions will result in some electronic resources housed locally and others available through gateways to remote locations. Electronic formats will predominate (changing the nature of the collections) in such fields as reference, science, business, and government, and will permeate all other fields as well.

How effectively the scholarly community deals with electronic resources, particularly electronic texts, will determine how quickly the electronic environment evolves. Libraries must decide how they will acquire, store, archive, and preserve the electronic format, while publishers wrestle with pricing and licensing issues. The value added in digitizing texts, photos, sound, and manuscripts is undeniable. The ability to retrieve material from anywhere in the world, to search with sophisticated software, and to ask questions never before imagined or practical, present the scholar with exciting possibilities. At the same time, libraries need to resolve the complex issues surrounding the archiving and preserving of electronic data to ensure the availability of these resources to future scholars. Much data in electronic form is already unusable due to software and hardware obsolescence. This monumental challenge will involve cooperation with such organizations as EDUCOM, the Coalition for Networked Information, the Committee on Institutional Cooperation, the Research Libraries Group, and OCLC, Inc. While these problems may not be resolved by the year 2000, their eventual resolution is essential to the Library's ability to fulfill its mission.

In addition to extending its resources and services to users' desktops, the Library will continue to provide essential on site services including access to print and microform collections, instruction of users in navigating the vast and complex array of print and electronic resources, reference consultations, and space for individual and group research and study. The Library will also provide workstations from which users will have access to local and remote electronic resources and will provide network connections in all Library buildings for users who wish to bring in their own portable computers.

Upon entering any Northwestern library, users will encounter a welcoming environment that reflects the Library's commitment to furthering education, inquiry, and research. With the assistance of architects and interior designers, the service areas of each of the libraries will be transformed to present a visually coherent and striking image of the almost limitless nature of information services in the twenty-first century. The centerpiece of each of the redesigned service areas will be a General Information Center, a new service area that will complement the more in-depth and subject specific reference services offered by reference and subject specialists throughout the libraries. The General Information Center will offer users assistance with the Library's database and gateway systems, guidance to appropriate departments for in-depth and subject-specific research assistance, and answers about access, both to the Library and to its databases. These services will be provided through instructional technology and through the assistance of knowledgeable and supportive staff members. In addition, the General Information Center will be the place where users may seek refunds, apply for special borrower cards, or purchase copy cards and other necessary supplies. Along with a strong user oriented service desk area, the General Information Center will consist of a cluster of full service workstations, providing access to the Library's many electronic bibliographic and instructional resources, including gateways to numerous databases from remote locations. By redesigning the service areas and instituting the General Information Center concept, the Library will provide a modern, accessible, and integrated environment for seeking information and pursuing research.

Complementing the services provided by the General Information Centers will be reference and subject specialists from a variety of Library departments who will perform in-depth reference consultations, select and evaluate Library resources in all formats, and provide user instruction in accessing and evaluating information resources. These activities will be aimed at helping users filter and use the overwhelming quantities of information that will be available to them locally and through the Internet. Subject specialists will help users set up electronic profiles in programs that will automatically scan selected databases for new and relevant information.

Recognizing that the processes of inquiry and knowledge development differ in each field of intellectual endeavor, reference and subject specialists will develop service programs that are increasingly discipline oriented. As more specialized electronic information resources proliferate, these differences may diverge even further. To develop services that address the specialized needs of researchers as well as to communicate the Library's mission in the educational and research enterprise of the University, Library staff will engage in a strong academic department liaison program. Liaisons will be responsible for keeping abreast of developments in the instructional and research environment and for monitoring trends in scholarly communication. At the same time, in person and electronically, liaisons will keep departments up to date on developments in Library resources and services. Through this program, the Library will become more involved in the development of the curriculum.

Modelled on this academic liaison program, the Library will have official liaisons to other University offices and centers, such as the Institute for Learning Sciences, the Center for Teaching Excellence, and the Basic Industry Research Laboratory. These relationships, as they are nurtured over time, will provide important opportunities for collaborative projects. The Library will have also built strong relationships with Academic Computing and Network Services (ACNS) and the University Computing Center (UCC) as the three organizations join to provide the campus with an integrated approach to computing and information services support.

Although libraries have cooperated with each other in the sharing of resources through interlibrary lending for decades, the new electronic environment will make these lending programs far more effective. As more bibliographic and holdings data are converted to online systems, resources needed by users will be easier to identify and locate. Bibliographic records enhanced with table of contents and abstracts information will make it possible for users to evaluate the usefulness of the materials before requesting them. Articles in print or microform will be scanned and faxed directly to another library's user's desktop, while the increasing amounts of full-text data in electronic form will make transmission and delivery even easier and faster.

The Library has the additional responsibility of contributing its unique resources to the larger library and research community. To this end, the Library will provide bibliographic access to archival and special collections materials, making that information available both locally and on the Internet. Databases created by the Library, such as the Africana Vertical File, the Transportation Library's journals index, environmental impact statement index, and their infrastructure database, will also be accessible on the Internet. Moreover, the Library will collaborate with other libraries in the tagging of electronic texts, contributing to the growing body of manipulatable texts available for research.

Library Support Structures

By the year 2000, technology will have changed the way our users work and the resources they consult, requiring the Library to support these new resources and their modes of access. For this new services environment to be successful, several changes internal to the Library will be required in support structures and operational efficiencies.

Technology will change the way Library staff work. With the rapid pace of technological change continuing to accelerate, staff will need to be willing and able to learn new skills. Job descriptions and performance reviews for all staff will emphasize professional growth and personal responsibility for learning. But not all skills can be self-taught and the Library must encourage and support learning through a number of different avenues. A strong staff development program will provide in-house and external opportunities for a wide-range of staff development needs. Programs may include workshops and seminars conducted through teleconferencing. Computer-aided instruction modules will help train staff in departmental functions and operations.

Fundamental to the effective use of the technology, however, is a strong technical support organization within the Library. A group called the Information Technology Center (ITC) will provide that support. The ITC will have primary responsibility for Library staff training in software applications and will be the main support for staff hardware and software questions and problems. A core group of full-time ITC staff will troubleshoot problems, consult with departments to facilitate effective use of existing hardware and software, advise on the purchase of new hardware and software, maintain maintenance records and equipment replacement schedules, consult with selectors regarding the acquisitions of and provision for access to electronic resources, and manage the microcomputer labs housed in the libraries. Staff from the ITC will collaborate with other Library staff in training users in accessing information resources. The ITC will serve as backup support for users' technical questions that cannot be answered by the General Information Centers. The ITC will also be responsible for providing technical information to users via the gopher or bulletin boards and interacting with users through these systems on technology-related questions. The ITC staff may participate in a joint program with ACNS and UCC whereby staff from all three organizations rotate assignments, increasing their abilities to respond to and direct questions and problems appropriately.

With appropriate training and support, staff will be able to use technology to create a more efficient and effective organization. Staff members will have ergonomically designed workstations and e-mail accounts. Workstations will be networked and provide access to information resources, to interactive processing modules, and to other Library, University, and external vendor systems necessary for operations. Specialized desktop publishing, printing, copying, and scanning needs will be provided centrally. Voice mail will be available in all departments. All software and databases acquired by the Library will be used in compliance with licensing agreements. Rights of privacy concerning e-mail and electronic files will be clearly defined.

The Library's environment will strongly support and encourage experimentation and innovation in the use of technology to improve services and operations. Each year staff will have the opportunity to compete for Library funds set aside for this purpose. Proposals will be peer reviewed and staff encouraged to present or publish their work.

The Northwestern University Library in the year 2000 will clearly be an organization in transition, moving from traditional paper-based technology to a more fully electronic milieu. Computer and telecommunications technologies will have fundamentally changed academic libraries and the way their users work. The Library in the year 2000 will be an integral part of the new information superhighway, the campus network, and the educational enterprise. Library staff will neither fear technology nor embrace it for its own sake; rather, an engaged and motivated staff will have the vision, skills, and flexibility to use powerful technology to truly assist students and faculty in a digital, interactive world. The Library in the year 2000 will enter the 21st Century with an understanding of both the promise and the limitations of technology as it enables us to create an environment for excellence in the provision of research and information services.

APPENDIX

Library Operations

The following section outlines a few examples of how the technology may be used by staff in Library operations.

Those selecting for the collections will find many national bibliographies, book reviews, and publishers catalogs available electronically. Files can be searched based on a previously established profile or full files can be easily browsed. A single command will search a title of interest in the Library's catalog or OCLC and display the results in a window. A title can be saved for later review or annotated with order information and forwarded directly to an acquisitions file.

Acquisitions staff will review these order files, accept or reject the system's assignment of a vendor, and forward these orders online to many of our major vendors. These vendors will download invoices on a weekly or monthly basis. Staff will verify that the invoiced materials have been received and will forward approved data electronically to the University's Accounts Payable Department. Accounts Payable will then authorize the University's bank to transfer funds to the vendors' banks. These interactions with vendors will be taking place in an internationally accepted electronic data interchange standard.

A cataloger's workstation will provide access to all of the electronic tools available and needed to do the work. These include access to OCLC, the local library system and all of its files, a machine-readable version of Dewey and the Cutter tables, a machine-readable version of the cataloging rules, the Library of Congress rule interpretations, local policies and practices, the MARC Format tables, and the *CONSER Manual.*

Applying their expertise to the electronic environment, catalogers are likely to take on new responsibilities in collaboration with the ITC, selectors, and reference specialists. Catalogers may be responsible for indexing information received in machine-readable form (datafiles or programs in CD-ROM or floppy disk format accompanying print monographs or journals), tagging electronic texts, and tagging full texts of Northwestern's unique collections (Africana, Special Collections, Music, Archives, Transportation) making these files available through the Internet.

By the year 2000, self-service charge out systems will have become more practical allowing the Library to restore a service it had offered to its users during the 1970s and early 1980s. The circulation system will be able to send notices of holds, recalls, and overdues directly to a user's electronic mail box, and accept WILDCARD transactions online for paying bills and fines. Circulation staff will have access to the files of the Office of Student Finance to update or remove Library bills and fines on students' records.

While searching a bibliographic datafile, users will be able to request materials online either through the Interlibrary Loan department or directly to a commercial document supplier. A hierarchy of options with costs and turn around times outlined will be displayed on the screen. The system will transmit requests, keep statistics, track copyright compliance, and manage financial information. Many documents will be transmitted electronically and will be sent directly to the users' microcomputer.

Scanning and graphics technologies will make it possible to load certain course materials (exams, solutions, problem sets, and articles) on the campus network, so that students can access them from their rooms.

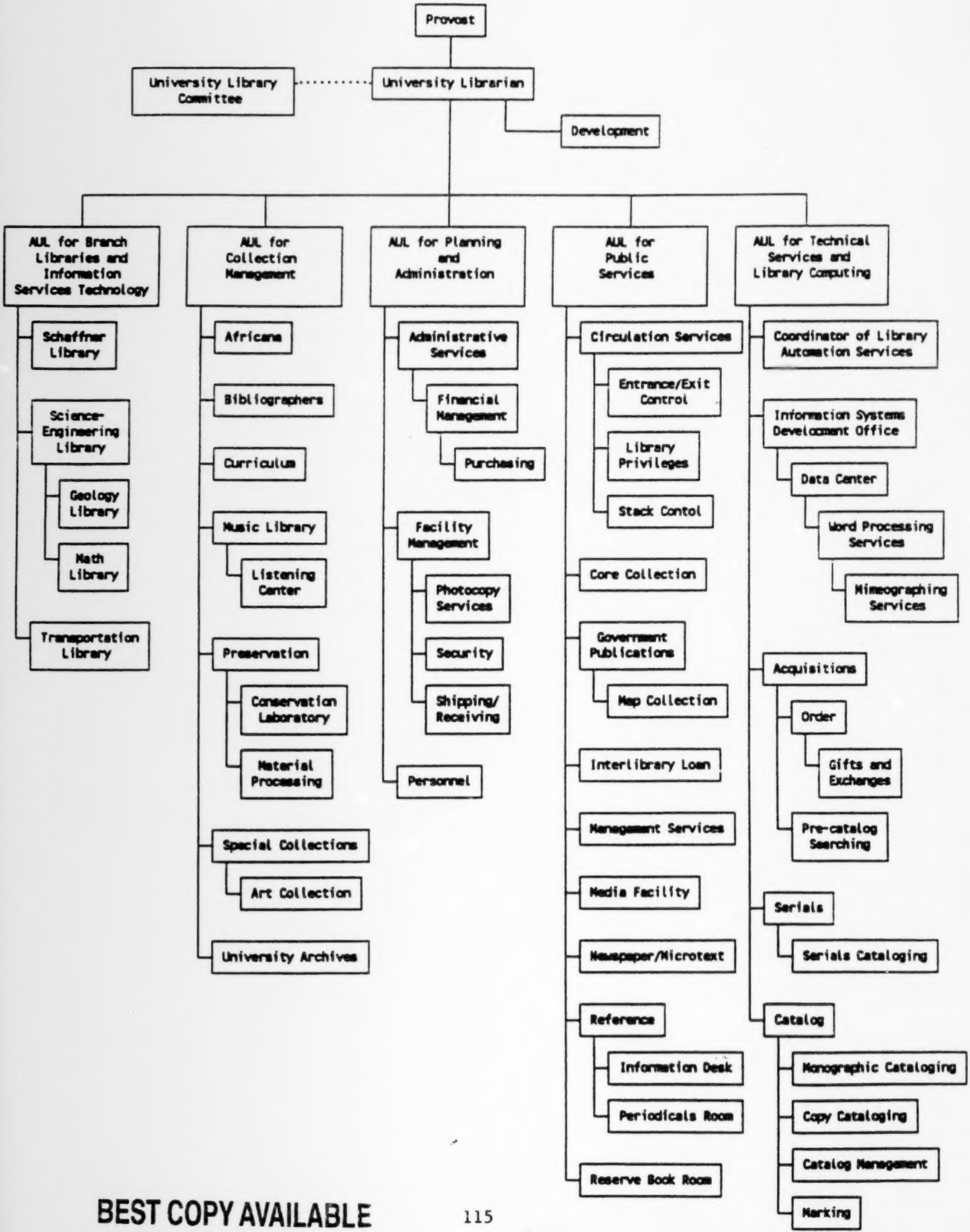
Preservation efforts will continue to address the needs of paper format resources through deacidification, microfilming, imaging and digitization, photocopying, and conservation treatments. There will be an increasing need, however, to address the monumental problems of preserving non-paper formats, such as sound recordings, photographs, videos, optical discs, magnetic and other electronic formats. Cooperative projects should help to resolve some of the issues. Many electronically preserved resources will be available to other libraries through the Internet.

Electronic links to Human Resources and to Payroll will allow the Library Personnel Office to streamline and increase the accuracy of reporting timesheets, personnel action forms, and other personnel records information. With the time clock on the Library LAN, supervisors will be able to review online student hours worked and forward these directly to payroll. Employee data online will make statistics gathering and informational requests much easier.

Library financial transactions will take place electronically through the University's Purchasing Department with online links to appropriate suppliers. Programs will automatically reconcile the Library's accounts with the records of the University. A report writing facility will allow the Library's Budget Office, the University Librarian, or a department head to access appropriate data online in a variety of formats. Statistical data, especially that provided for the Association for Research Libraries, will be stored online.

June 1990

NORTHWESTERN UNIVERSITY LIBRARY
Administrative Structure


Provost
University Library Committee
University Librarian
Development
AUL for Branch Libraries and Information Services Technology
Schaffner Library
Science-Engineering Library
Geology Library
Math Library
Transportation Library
AUL for Collection Management
Africana
Bibliographers
Curriculum
Music Library
Listening Center
Preservation
Conservation Laboratory
Material Processing
Special Collections
Art Collection
University Archives
AUL for Planning and Administration
Administrative Services
Financial Management
Purchasing
Facility Management
Photocopy Services
Security
Shipping/Receiving
Personnel
AUL for Public Services
Circulation Services
Entrance/Exit Control
Library Privileges
Stack Contol
Core Collection
Government Publications
Map Collection
Interlibrary Loan
Management Services
Media Facility
Newspaper/Microtext
Reference
Information Desk
Periodicals Room
Reserve Book Room
AUL for Technical Services and Library Computing
Coordinator of Library Automation Services
Information Systems Development Office
Data Center
Word Processing Services
Mimeographing Services
Acquisitions
Order
Gifts and Exchanges
Pre-catalog Searching
Serials
Serials Cataloging
Catalog
Monographic Cataloging
Copy Cataloging
Catalog Management
Marking

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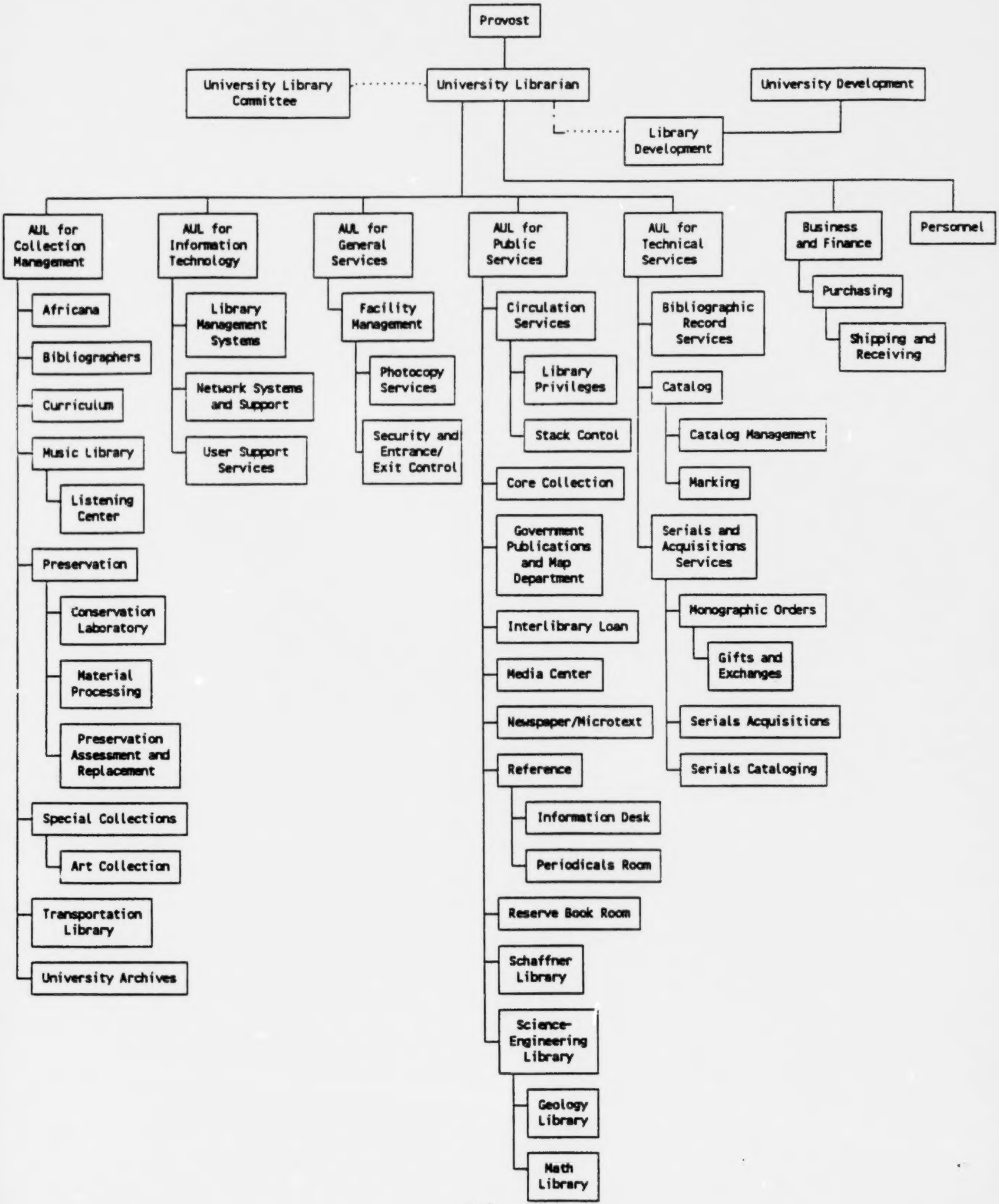
NORTHWESTERN UNIVERSITY LIBRARY
Administrative Structure

October 1994


Provost
University Library Committee
University Librarian
University Development
Library Development
AUL for Collection Management
Africana
Bibliographers
Curriculum
Music Library
Listening Center
Preservation
Conservation Laboratory
Material Processing
Preservation Assessment and Replacement
Special Collections
Art Collection
Transportation Library
University Archives
AUL for Information Technology
Library Management Systems
Network Systems and Support
User Support Services
AUL for General Services
Facility Management
Photocopy Services
Security and Entrance/ Exit Control
AUL for Public Services
Circulation Services
Library Privileges
Stack Contol
Core Collection
Government Publications and Map Department
Interlibrary Loan
Media Center
Newspaper/Microtext
Reference
Information Desk
Periodicals Room
Reserve Book Room
Schaffner Library
Science-Engineering Library
Geology Library
Math Library
AUL for Technical Services
Bibliographic Record Services
Catalog
Catalog Management
Marking
Serials and Acquisitions Services
Monographic Orders
Gifts and Exchanges
Serials Acquisitions
Serials Cataloging
Business and Finance
Purchasing
Shipping and Receiving
Personnel

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

University Libraries

Office of the Dean

MEMORANDUM

TO: Library Faculty
Library Staff

FROM: Paula Kaufman Paula

DATE: April 22, 1992

SUBJECT: Reorganization

Enclosed you will find a chart depicting the University Libraries' new organization structure and a document that provides important background and implementation information. I am grateful for and sincerely appreciate the discussions we have had and the comments and suggestions so many of you gave me. As you will see, our discussions have led me to move the structure beyond that which Paul Willis recommended, although it still incorporates the important concepts and goals he articulated for us. I know that some of you will be disappointed that I've gone too far; others will be disappointed that I've not gone far enough. I expect our library's organizational structure to be evolutionary, however, and I will continue to make changes with some frequency over time; what works will be expanded, what doesn't will be changed.

The enclosed charts provide some detail, indicating the units that will form part of a team. How and when those units are organized is the responsibility of team leaders who should, in general, strive to flatten their organizations and reflect the concepts articulated in this document.

Knoxville, Tennessee, U.S.A. 37996-1000/(615) 974-4127

New Vision

The University of Tennessee, Knoxville is a dynamic organization in which faculty and students -- all of them learners -- investigate evidence of yesterday, examine issues of today, and explore the visions of tomorrow. The University Libraries is an integral partner in these learning endeavors and is a major component of the learning community. Our learning environment changes constantly, and the library must keep pace with new developments, new technologies, new methods, and new ideas as we seek to understand and anticipate the many requirements of our user community.

The University Libraries has always had a strong driving desire to focus on satisfying our many users' many needs. Although some organizations are just now discovering the value of "value," or total quality management, this library has always focussed on providing the very best quality of service and resources for its users. Traditionally, our focus here has been on quality public and technical services. More recently, however, our focus has broadened to include significant emphasis on the quality, both intellectual and physical, of the collection and the resources to which we can provide access. In the future we must manage and preserve what we have, what we acquire, and to what we provide access with even more agility than we have in the past.

The services and resources that we provide are of critical importance to our users. Choices we make today will have profound influence on the character of this University in the future. The services and resources we offer can stay vital only if we know what our users want now and only if we can anticipate what they will want in the future. Anticipating user needs is a risky business. We must continue to undertake projects and activities, however, that we hope will succeed but that will, inevitably, fail from time to time. As you know from our planning documents, we plan to keep our failures to a minimum by undertaking a user needs analysis, beginning next year and continuing through future years.

Futurists and visionaries have painted many pictures of what lies ahead. Although the lines of these pictures are not always drawn clearly, and are not often synchronous, it is clear that we will be operating in an environment in which the sources and types of information choices available will continue to change and to increase in quantity and complexity, and with increasing rapidity. The library will serve as a gateway and switching station as much as a repository. Most importantly, you, our faculty and staff, will be the keystone of the emerging system, even more than you have in the past. I believe firmly that the key to our success, today and tomorrow, is the connection we develop between our users and human experts -- all of us -- who can help users make the links, find the information they want, and control and manage it.

Although systems designers strive to develop systems that users can manipulate easily and with self-sufficiency, few if any of us believe that such systems will ever supplant the knowledge of skilled library faculty and staff. New and old students and faculty, old printed materials, a panoply of new sources in many media, and limited financial resources will conspire to deter the full realization of the visionaries' dreams. Ironically, the progress that we make in moving toward that dream will complicate our roles enormously. But that does not mean that we should not dream, too, and work toward making our dreams happen. To help that process, I have created a new team, Networked Services, which is designed to help us make connections to external sources and to innovate -- to develop and test new programs and services that, if successful in helping users get, use, and manage information, will be transferred to other teams for full implementation and operation.

Strategic and long-range planning become increasingly important in this emerging world of growing complexities. In our new organization, the associate directors will be much more responsible for planning, coordination, and building connections on campus in their areas of responsibility than they have been in the past; they will be much less responsible for actual operations of teams and units.

Goals and Expectations

We undertook this study of ways in which we could improve our organizational structure to meet a number of goals better than it was perceived we could with our current structure. These goals are: improve communications; improve responsiveness of the library to changes in the environment; focus on the value of the library's services and resources to users; improve flexible innovation; increase empowerment at all levels; create planning and analyses capabilities; and reduce the number of committees, while ensuring that all committees are vital and necessary.

Our new structure moves the library closer toward centralizing our vision while decentralizing our management. I am placing strong emphasis on teams, on collaboration, and on developing shared understandings and shared strategies. As we continue to experiment and innovate in the Libraries, which we must and which we will do regardless of the state of our financial resources, more members of the faculty and staff will carry multiple responsibilities that cut across the formal lines separating functions.

The library is not just a building or the collections inside. It is, first and foremost, an association of people who come together to do something that cannot be done alone -- provide support for the teaching, research, and public service programs of the University; provide leadership in the access and use of information; bring relevant issues to the attention of both the University and the scholarly community at large; and advance research librarianship and improve access, management, and use of information. This library's success in meeting its mission depends on its faculty and staff. For the library to be successful, everyone must be provided with the skills and knowledge they need to be effective. To support this commitment, I am allocating resources to implement formally our training and development activities, which will be operated by our Human Resources team.

The process of management is positive. It is a critical variable of success. This is especially true as we search for ways to improve quality, where certain management characteristics are essential -- characteristics such as being decisive, having a results-oriented agenda, being able to plan comprehensively and to implement the plan, using time effectively based on stated priorities, being a rational problem solver, defining role and job expectations, assigning and accepting accountability, and distinguishing between good and poor performance. We will all be working toward developing and refining these characteristics.

A sense of community at the team and unit levels is also critical, perhaps the most critical variable of all. This sense of community requires that everyone knows their roles and how their specific roles fit into the larger picture. Solving today's and tomorrow's problems requires everyone's intelligence and hard work. Each individual, regardless of organizational role, must be treated with respect, dignity, and recognition for the role he or she plays in the library. Personnel at the operational level often know more about needed improvements in day-to-day operations than managers in the hierarchy. When this knowledge remains untapped or suppressed, it becomes a source of frustration and represents a significant cost to the library. It is our goal not to let this happen.

The Structure

The new structure depicted in the first chart consists of two associate deans and two line team leaders who report directly to me, and other team leaders who report to associate deans. Three staff teams also have a direct (or shared in the case of Development) reporting relationship to me. An additional chart shows the current departments or units that are assigned to the newly-configured groups and teams. I expect each associate dean and team leader to analyze and implement new organization structures within their groups to reflect the goals of collaboration, teamwork, and empowerment at the lowest possible level.

Specifics

The roles of the associate deans will change significantly. Currently, associate deans involve themselves, sometimes very closely, with the operations of the departments for which they are responsible. In the future, responsibility for those operations will rest much more heavily with team leaders. Associate deans will concentrate on coordinating activities, on long-range planning, and on strengthening ties with other people and departments on campus. Their focus will be much more outward and long-term than day-to-day, although they will be available to coordinate, guide, and help solve problems in their groups.

Associate Dean Aubrey Mitchell will serve as my deputy and will be empowered to make decisions in my absence. He will be responsible for planning and coordination of access services, for space and facilities, and for the budget. Circulation Services, the branch libraries, Auxiliary Services, and the Business Office will be part of the Access Services Group.

Associate Dean Diane Perushek will be responsible for planning and coordination of collection services and for the operations of the Collection Management unit. Acquisitions and Processing, Automation, and Cataloging also will be part of the Collection Services Group.

Concurrently, there will be a change in the way in which this library accomplishes collection development and management. Approximately ten librarians will spend significant portions of their time carrying out these activities in discipline-based areas. For this purpose, they will report directly to the associate dean and they will operate as a team, setting goals and objectives and developing priorities and strategies. Other librarians currently doing selection will instead spend significant amounts of time performing other equally important functions, such as bibliographic instruction, cataloging, and reference desk service. The Collection Management unit will be redefined. It will provide support services to those people doing collection development and management. These include, but are not restricted to, planning, support, and oversight of projects; data provision, analyses, and studies; routine activities; gift processing; searching support; and the like.

The hierarchical elements that have characterized collection development in this library will be eliminated. Collection Development librarians will be responsible and accountable for final authorizations of orders (with a significant dollar limit to be defined) and for management of their budgets. They will be part of a group that sets priorities and plans projects. Close working relationships with academic faculty will be maintained and strengthened by all library faculty and staff.

A number of central support functions, currently carried out by Associate Dean Marcia Myers, will be assumed by the Dean's special assistant, Angie LeClercq, who will also continue to be responsible for user education. These functions include support for grant and proposal writing, liaison with the Office of Research Administration, and coordination of surveys and statistics, and keeping current the libraries' policies and procedures.

A new team, Networked Services, encompasses the functions of the current Cooperative Information Services department and Audio-Visual Services and provides the Libraries with a new set of functions and capabilities. These include a focus on "non-traditional" services and materials. Previous recommendations that a faculty member be designated to oversee nontraditional electronic services will be realized in this team. In addition to providing access to sources of information that we do not own or license, the team will be responsible for testing and demonstrating new services that, if successful, will be integrated into the operational responsibilities of other teams.

In the course of designing our new structure I have created the opportunity for several reconfigured or new positions. We will hold searches for the Electronic Services Librarian position (in Networked Services) and for the leader of the Collection Management unit as well as

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for the new training position in the Human Resources team. These searches will begin immediately and will be conducted as expeditiously as possible.

Team leaders are:

Acquisitions and Processing	Judy Webster
Agriculture/Veterinary Medicine	Don Jett
Auxiliary Services	Bobbie Painter
Business Office	Ken Wise
Cartographic Information Center	Jim Minton
Cataloging	Agnes Grady
Circulation	Earl Bush
Human Resources	Jill Keally
Library Systems	Tamara Miller
Music	Pauline Bayne
Networked Services	Linda Phillips
Reference Services	Rita Smith, Acting
Social Work, Nashville	Lynetta Alexander
Special Collections	Jim Lloyd
University Archives	Joe Rader

Empowering Team Leaders

The fundamental responsibilities of team leaders include knowing what is valued by users and continuously improving organizational systems for the creation of increased user value. They will be responsible for management of their teams, including organizational design, operations, and planning. It is critical that they work closely with other team leaders and that they resolve disputes and conflicts among the teams themselves.

To carry out these responsibilities, team leaders will be authorized to make a series of decisions that are now made by persons in higher levels in the organization. For example, all travel requests, except those that require the expenditure of administrative travel funds, will be approved or denied by team leaders.

Team leaders also will have more budget discretion than they do currently. All SLA resource funds allocated to their teams can be spent at the team leader's discretion. Additionally, I will establish a contingency fund upon which team leaders can draw for a variety of uses. I will establish additional budget funds for team leaders if at all possible. Other details will be worked out soon.

To be success our organizational changes -- both structural and environmental -- must be replicated throughout team units. I expect leaders to review and affirm their missions and to examine the structures of their teams and units, with the objective of making them as flat, or less hierarchical, as possible. Similarly, the precepts of collaboration and empowerment at the lowest possible level must be reflected throughout the entire organization if we are truly to effect a significant change.

Evaluations

One's primary supervisor will be responsible for preparing faculty and exempt staff performance evaluations and non-exempt staff individual performance reviews. In cases in which someone has more than one supervisor, or has been assigned to a matrix group, input to the evaluation process will be provided by the appropriate people.

Management Group

Following Paul Willis' recommendations, I am eliminating the current Executive Committee and the Department Heads Council. The new Management Group will be responsible primarily for setting overall direction and policy and for making significant budgetary decisions. Members will come to the group with system-wide perspectives and responsibilities. A team comprised of several members of the Management Group, and other persons as appropriate, will form the Planning Group, replacing the current Planning Council. The Management Group will form other groups when necessary.

Membership in the Management Group will consist of:

Dean
Associate Deans
Head of Acquisitions and Processing
Head of Cataloging
Head of Circulation
Head of Networked Services
Head of Library Systems
Head of Reference Services
Head of Human Resources
One Branch Head

To receive more timely input from staff on matters unrelated to personnel (for which DPAC will still be responsible), I will establish the Dean's Staff Advisory Cabinet, to operate in parallel and similarly to the Dean's (Faculty) Advisory Cabinet. Five staff members will serve six-month terms. Advisory Cabinet discussions are held in confidence by all parties and the agenda are set together by me and the Cabinet.

Matrix Groups

All library-only standing committees will be reviewed; many will be abolished. (The following committees will continue their work: DPAC, SDAC, Staff Room Committee, CBT/CAI Advisory Committee, Faculty Program Committee, Research Incentive Awards Committee.) Chairs of other

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committees should arrange to discuss the future of their committees with me as soon as possible. The Management Group will be establishing a number of important matrix groups, including, but not limited to: automation and systems planning, collection development, serials, public services, preservation, technical services. Team leaders will also be setting up matrix groups when appropriate.

Schedule

The new organizational structure will generally be effective May 4, 1992. Planning for the changes in Collection Development will begin immediately with the aim of being effective this summer.

Task forces will continue until their work has been completed. Chairs of task forces should review their progress and schedules with me prior to May 4.

After several months of operating under the new structure, I will call together groups of library faculty and staff to discuss how the changes are working.

Conclusion

Our new structures and ways of doing work will be changing significantly to meet the needs of our current and expected environments, I expect that we will continue to make changes as academic disciplines continue to develop diverse patterns of research and communications, as methods of instruction both on and off the campus change, and as we identify which of our changes are working and which are not. As a participant and partner in the learning environment of UTK and the scholarly community at large, the University Libraries will continue to place its attention on identifying user needs and ensuring that the services and resources we provide meet those needs in the most effective way possible. Information services will be tailored to meeting differing requirements, and programs to train users in identifying, getting, using, and managing information will complement more traditional services.

I am optimistic that this new structure will enable us to operate well today and tomorrow. With everyone's collaboration and cooperation we will meet our mission to the fullest.

> "It's what you do with what you've
> got that lights the morning star."
>
> John Wiley

PTK:mcj

Attachments - 2

UNIVERSITY LIBRARIES
UNIVERSITY OF TENNESSEE, KNOXVILLE

Access Services
- Agriculture/Veterinary Medicine
- Auxiliary Services
  - Duplication
  - Shipping and Receiving
  - Special Projects
  - Supplies
- Business Office
- Cartographic Information Center
- Circulation Services
  - Circulation and Collections
  - Current Periodicals
  - Document Delivery
  - Reserves
  - Stacks
- Music
- Special Collections
  - Manuscripts
  - Preservation
  - Rare Books
- University Archives

Collection Services
- Acquisitions and Processing
  - Acquisitions
  - Binding
  - Serials
- Cataloging
- Library Systems
- Collection Management

Reference Services
- Reference
- Documents/Microforms

Networked Services
- Audio-Visual Services
- Cooperative Information Services
- Electronic Services
- Fee-Based Information Services
- Interlibrary Services

Human Resources
- Library Personnel
- Training

User Education
- Public Relations/Publications
- Special Services
- User Education

Development

Mission & Strategic Plan

1995-1996

The University of Tennessee, Knoxville Libraries January 1995

LIBRARIES LINK MINDS OF THE PAST AND PRESENT TO THE FUTURE. Printed materials remain the major method of formal scholarly communication, while simultaneously new information access and delivery tools are emerging.

The next several years hold significant opportunities and significant risks. Throughout these changing times, the University Libraries will hold true to its mission—providing quality services and resources to support the learning, teaching, research, and public service activities of the University of Tennessee, Knoxville. The rise in the importance of new information technologies and the transformation of industrial age libraries to information age libraries present serious challenges. As information increases in quantity, complexity, and cost, the University community continues to raise its expectations of services and resources available through the University Libraries.

The challenges we face include 1) integrating information resources into the intellectual life of the University, 2) developing concept-based instruction programs, 3) teaching users how to think critically about their information needs, 4) playing a leadership role regionally, nationally, and internationally in efforts that will maximize our collective investments in expert staff and resources, and 5) working for public policies that protect equity of access to all types of information.

The emergence of the information highway and the competition among companies in several industries to attract market share are providing demands for modularization and personalization of information. The University Libraries' challenge is to balance the demand for personalized services with our strongly-held commitment to our mission to instruct users in the best ways to find, retrieve, use, and manage needed information resources. Our ability to provide users with these tools will determine their success throughout their lives. The University Libraries also works hard to preserve the materials with which it has been entrusted. We serve as a repository of the human record, and we connect library users with information resources located around the globe.

The University Libraries will remain an open and inviting place, a place containing important collections and expert specialists, recognized for providing and protecting an intellectually rich environment. The University Libraries will do this by being a leader in information management, by the creative use of new technologies, and by providing relevant services to the University community.

...the challenges we face...

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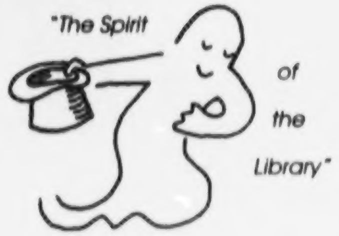
PRESENTING...

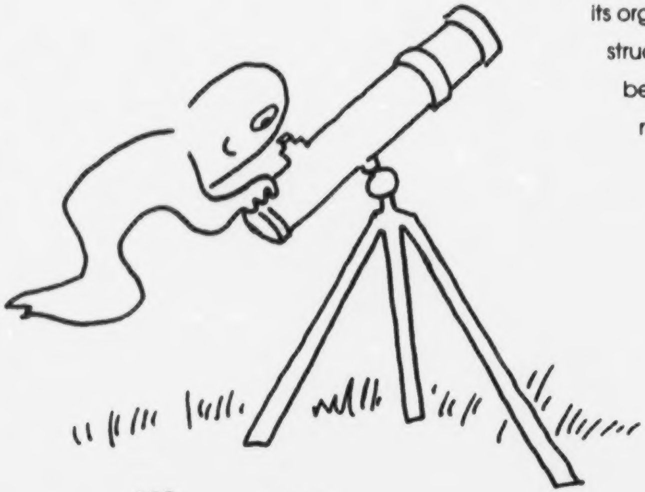


Drawings by Tina Inge Bentrup

VISION STATEMENT

The University Libraries' staff is a group of experts who provide intellectual and physical access to information. Through training and development activities, library faculty and staff will continue to be effective information educators who prepare students, faculty, administrators, and the surrounding community to be more knowledgeable, effective, and responsible information consumers. The University Libraries will continue to be a place in which to access information resources both physically and electronically. Simultaneously, the University Libraries will continue to seek ways to deliver information to users at the point and moment of need, and by the method the user prefers.

The University Libraries will continue to pursue a strategy of identifying and satisfying the information needs of the University through investments in people, appropriate information technologies, and information resources. The University Libraries foresees the need to operate several systems simultaneously, necessitating new investments in training and retraining our information experts, added space for new technologies, and new ways of archiving and preserving materials. The University Libraries will continue to seek partnerships with academic and administrative departments to assist in ensuring their success in teaching students and to further their research and public service. We will continue to seek partnerships with external organizations so that all partners, by sharing resources, can increase their users' access to information resources and services. The University Libraries will continue to evaluate and change its organizational structure, working to be flexible and responsive in an environment of rapid change.



ORGANIZATIONAL VALUES

University Libraries' staff are committed to the following organizational values.

SERVICE. The University Libraries fosters and supports teaching, learning and research by providing resources, access to knowledge, information, and ideas, and by providing assistance and instruction. Service is provided in an open, receptive, and courteous manner. Fundamental to this philosophy of service is a commitment to freedom of information and equity of access to information.

QUALITY. The University Libraries strives for excellence in programs and services. In delivering effective and timely services to its users within its financial constraints, the University Libraries uses sound management practices and a responsive organizational structure. We encourage and support the development of a knowledgeable, versatile, and skilled staff.

INTEGRITY. The University Libraries is dedicated to creating an environment characterized by ethical behavior, accountability, and honesty. We are committed to the principles of academic freedom and open communication.

DIVERSITY. The University Libraries values diversity in staff, users, and collections and works to provide a climate of openness, acceptance, and respect for individuals and points of view.

COLLABORATION. The University Libraries' staff perform interdependent activities within the library setting and within the academic community. We work collaboratively with each other, with our University colleagues, and with colleagues in other institutions in the U.S. and around the globe.

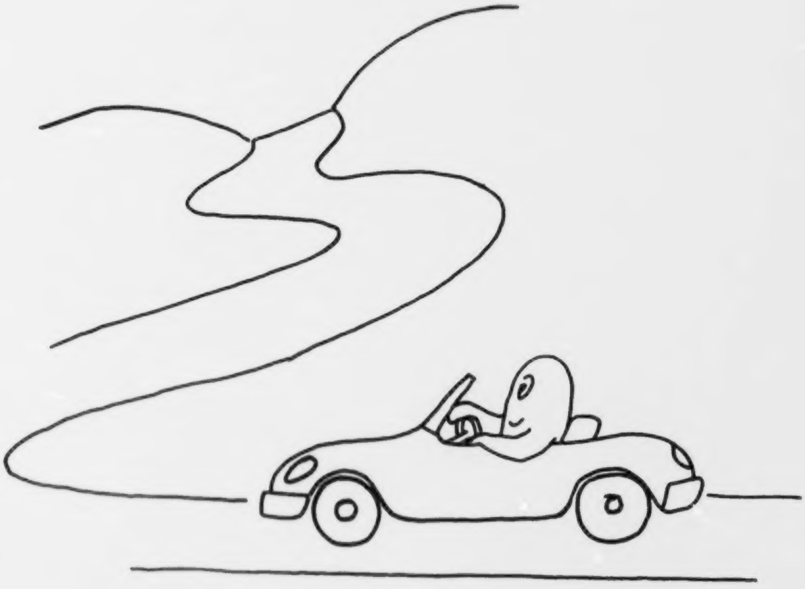
INNOVATION AND RISK. The University Libraries identifies and anticipates user needs and responds with appropriate resources and services. In reviewing needs, the University Libraries will take appropriate risks to provide the best responses.

MISSION

The University Libraries is a major component of Tennessee's oldest land-grant and primary research university. The University Libraries participates in the teaching, research, and public service programs of the institution: by providing access to scholarly information; through the acquisition, organization, management, preservation, and arrangement of collections for access and use; through the provision of supportive reference and instruction services; and through a variety of cooperative and reciprocal programs in the area, state, region, nation, and the world.

As a collaborator in the process of teaching, research, and public service, the University Libraries provides leadership in the access and use of information. It also brings relevant issues to the attention of both the University and the scholarly community at large.

The University Libraries' faculty and staff play an important role in advancing research librarianship and improving access, management, and use of information.

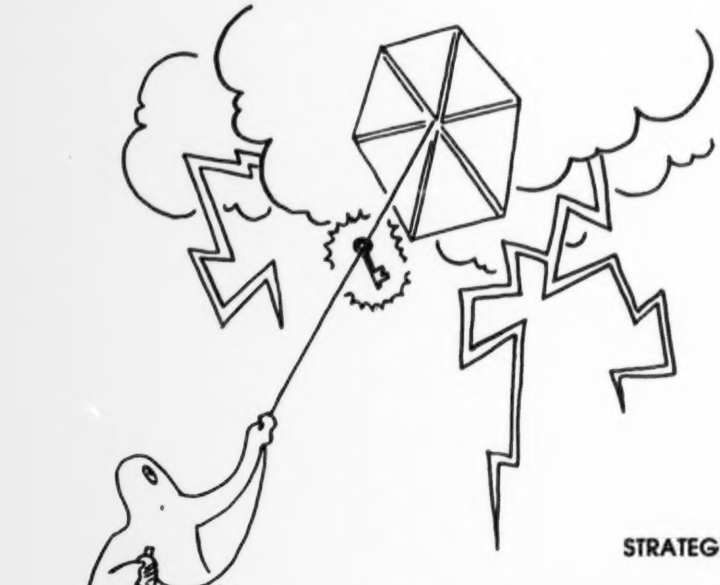


...the information highway...

NEW MODELS FOR DELIVERING ELECTRONIC INFORMATION

VISION

As the campus leader in the acquisition, organization, access, delivery, instruction, and support of information needs, the University Libraries will rise to the challenge of delivering knowledge via new technologies and methods while continuing to deliver and support more traditional modes of scholarly communication.



...the electronic environment...

CONTEXT

During the last ten years the University Libraries has transformed the primary access tool to its collection, the catalog, from a card file available only to users in the library to a machine-readable format that can be searched and used on any computer with a telecommunications connection to the catalog database. Most importantly, the Libraries' information system now extends well beyond its catalog to a vast number of other resources, such as bibliographic databases, via powerful hardware and software.

STRATEGIES

Begin implementation of an information technology plan

- Describe the nature of the electronic environment
- Organize technical support to meet the changing needs of the organization
- Design and implement systems to facilitate internal and external information delivery

Implement a new online catalog system in cooperation with library staff, the catalog vendor, and University partners including UT Computing Center, Purchasing, the Treasurer's Office, and Administrative Information Systems

- Activate an implementation plan designed in functional phases according to an established timetable; monitor and assess progress
- Provide extensive staff and patron training in the new system
- Communicate frequently with the University community regarding the status of the implementation process

Continue development and exploration of new information technologies and resources

- Continue to develop the Libraries' World Wide Web and gopher servers including the development of electronic finding aids and menus to facilitate the use of these tools
- Consider Electronic Texts Task Force recommendations
- Acquire new electronic resources
- Develop plans for an electronic instructional laboratory in Hodges Library
- Continue to develop linkages between access to information and the material itself (e.g., document delivery)
- Explore alternative methods of providing access to licensed and purchased electronic materials

COLLECTIONS

VISION

Teaching, learning, and the creation of new knowledge are dependent upon access to the spectrum of information resources. The University Libraries strives to provide a vital, balanced and technologically sophisticated environment for this intellectual activity. Its printed materials remain at the heart of the collections, and they are supplemented by resources in other formats and access to an immense universe of electronic information.

CONTEXT

As information resources proliferate, management of the collections becomes critical. Wise use of space, attention to preservation, and effective deployment of staff will assure that the Libraries can provide an excellent atmosphere to foster the growth and development of the University's faculty and students. The Libraries will meet its obligation to provide balanced intellectual resources by preserving its existing collections, providing access to external information sources and building and maintaining a multi-format collection. In collaboration with our academic partners on campus and throughout the world, we will choose the best, most appropriate materials and means of access to promote intellectual growth. Close consultation with campus faculty and researchers will assure we choose the most effective path to supporting their information needs. Cooperative partnerships will give us access to important external resources. Coordination among the Libraries' teams will provide efficient support for teaching, learning and research.

STRATEGIES

Build a collection that meets user needs

- Acquire and provide access to information materials needed for classwork and research in the most appropriate format
- Eliminate unnecessary duplication of materials in more than one format
- Develop new management information programs to provide selectors with specific, detailed, and up-to-date information about the collection, allocations, expenditures, etc.
- Develop new allocations based on recasting "acquisitions" funds as "information resources" funds
- Include endowment funds in the regular acquisitions program
- Evaluate electronic resources available via the Internet, including access and availability of electronic journals

Strengthen management of the collection

- Apply the results of the conspectus project to ongoing collection assessment
- Develop and implement a plan for weeding the collection
- Undertake a full-scale ongoing review of the periodicals collection
- Supply more meaningful information about the collection to departments and colleges undergoing program review or accreditation review
- Fund the system to replace missing materials expeditiously, acquiring whatever format is most desirable
- Develop a system to identify and provide the data most important to collection selection and management decisions

Take initiative regarding coordinated collecting activities in the state, with the University of Kentucky, and with other partners

...weeding the collection...

- Examine possibilities for joint purchases of electronic materials

- Develop funding allocation plans and acquisitions processes or shared purchases

- Seek similar opportunities with other potential partners

Preserve the collection for present and future users

- Identify collection priorities for preservation

- Plan for long-term environmentally sound storage

- Monitor environmental conditions in current stacks (all locations) and take action to avert potential problems

- Participate continuously in projects that preserve materials owned by UTK individually or in collaboration with other institutions

- Develop strategies for digital preservation

- Train staff in techniques to handle materials properly, to identify materials that need treatment or special handling, and to carry out simple repairs

- Train users to be aware of preservation concerns and to handle materials properly

INSTRUCTION AND ACCESS

VISION

Innovations in information access, retrieval, and delivery underscore the importance of the library as a source of information education. The University Libraries' mission goes far beyond the simple archival functions of the past to incorporate new technologies, new formats, new methodologies, and the new expectations they raise among users. The University Libraries' role is to provide physical and electronic access to information and to instruct in the means by which that information can be managed. Success in this endeavor requires that the University Libraries be willing to learn as well as teach, to experiment, to change and to grow. The University Libraries must strive to anticipate and meet user expectations.

CONTEXT

To meet the challenges of change, the University Libraries will provide effective instructional programs for both students and staff. It is willing to make better use of its instructional resources—both human and electronic—and ready to invest in those resources. The changes in OLIS anticipated in the coming year must be preceded by orientation and instruction for those who will use the new system. Finally, the Libraries will support its commitment to equality of access by ensuring that all members of the University community are provided physical, electronic, and instructional opportunities.

STRATEGIES

Develop and **promote instructional services** to meet user needs in a changing information environment

- Identify specific areas for further study on the basis of findings from the user needs assessment, and develop appropriate methodologies to collect data in those areas; implement resulting recommendations

- Design and implement appropriate instructional

...preserving the collection...

programs and services based on desired instructional competency levels

- Promote instructional technologies actively, building on past experience

- Develop resources in various media to instruct in basic library resources and procedures

- Develop user guides and point-of-use directions to provide introductory instruction in electronic access and facilities use

- Provide instruction in electronic access and information management in such areas as downloading, gopher development, and personal bibliographic maintenance

- Link print and electronic resources and promote as appropriate

- Define instructional and assistance responsibilities of staff at all levels and insure essential competency

- Define and promote available cooperative instructional offerings between librarians and other units on campus

- Create a staff training program in resource use

- Enlarge the pool of staff trained and available to instruct and assist in electronic resources utilization

- Devise a highly visible means for providing general library orientation and directional assistance in Hodges Library

- Plan for the instructional needs of the new OLIS at both staff and user levels

- Undertake self-study for the University Libraries' September 1996 program review

Enhance electronic access to library resources

- Broaden the array of electronic resources externally accessible to users

- Make electronic full-text and image resources available

- Examine the feasibility of electronic access to reserve materials both in-house and online

- Provide full-service workstations with access to the Libraries' complete range of electronic resources in all branches

- Develop a site for interactive video and electronic conferencing

- Expand use of electronic forms for library services such as Reserve, AV group room use, Library Express, and materials requests

- Expand networking in AV Services to provide full-service workstations with multimedia capability

- Develop plans for alternatives to Infoserver technology

Enhance physical access to library resources

- Review physical arrangements and continue to look for more efficient ways to use existing resources to facilitate access and better meet user needs

- Improve physical access to materials with effective signage, building directories, and staff on Hodges stack floors to provide assistance

- Develop better ways for people to find materials in the Hodges stacks

- Promote Library Express and support the service with additional resources as needed

- Extend document delivery services to non-University users at cost

Expand distance education services to include all off-campus UTK students

In cooperation with Disability Services, continue to **implement appropriate adaptive technologies**, procedures, and policies to meet the needs of faculty, staff, and students with disabilities.

Improve physical accessibility

- Bring service desks in compliance with ADA

- Improve signage to indicate the availability of the Hodges elevator to Ground Floor

- Improve entry gates indicators for people using wheelchairs and other mobility aids

Enhance awareness and sensitivity in relation to users with disabilities

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- Add information about disabilities to every new hire's training and orientation

- Offer multi-week sign language courses as part of training/staff development efforts

- Offer biannual staff workshops that feature sensitivity training

- Determine the changing needs of disabled users in cooperation with Disability Services and the Chancellor's Task Force on Adaptive Technology and implement appropriate technologies, procedures, and policies to address these

STAFF ENVIRONMENT

VISION

The University Libraries is first and foremost people—a diverse group of experts who provide intellectual and physical access to information. University Libraries' staff are information educators who prepare students, faculty, and all users to be knowledgeable and creative information consumers.

CONTEXT

The Libraries must commit adequate resources and energies to create and maintain an effective group of experts. We must be prepared to take every opportunity to improve the quality of work life for each member of the University Libraries' staff.

STRATEGIES

Support training, staff development, and continuing education for all employees

- Design and offer training for new services identified in the user needs assessment

- Design a training program to enable all staff to effectively use the new OLIS

- Evaluate the computer-based training program and determine if it should be updated

- Support development of expertise and well-being through special workshops, education leave, and courses

- Begin to design and monitor a training program for each position

- Support Library Faculty research with leave, funding, and equipment

- Expand job sharing and cross-training opportunities

- Improve communications to and among all employees and teams

- Support opportunities for staff that focus on implementing and promoting diversity in all areas and activities

Support ways to **improve salaries** for all employees

- Participate in a general job audit for all employees

- Continue to work towards establishing paraprofessional positions

- Continue investigation of ways to offer nine-month contracts to faculty

- Investigate reallocation of funds from current personnel or non-personnel budget lines

- Address and correct salary inequities

...reward mechanisms...

Strengthen and expand ways to provide other **reward mechanisms**

- Continue recognition events

- Increase funding for awards

- Continue to support and seek funds to increase travel for all staff

- Seek support to assist staff with continuing education opportunities

Improve utilization and evaluation of human resources

- Continue review enabling reallocation of existing staff

- Seek additional needed positions

- Increase the student assistant budget

- Investigate the use of contracted services

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- Encourage the creation of flex-year positions for staff
- Analyze jobs in an effort to make them more meaningful to staff
- Initiate a process to enable evaluation of teams
- Continue reorganization of units as appropriate
- Encourage and support all tenured assistant professors to work towards promotion

Encourage voluntary participation in University and community projects

- Make opportunities available for all staff to be involved in 21st Century Campaign projects

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PARTNERSHIPS

VISION

The philosophy that established Land Grant universities mandated that they would be open to all individuals in society qualified to benefit from higher education, that they would serve the people, and that they would be responsive to near-term and long-term needs of society. In keeping with this philosophy, the University Libraries is committed to working with appropriate constituencies throughout the state and the nation to help them with their information needs—and, in turn, to seek help from them to increase our resources for mutual benefit.

CONTEXT

To fulfill this vision we need to establish strong and vital partnerships among the University Libraries' teams, with units within the University, and with outside institutions. Developing such alliances is necessary to optimize the use of limited resources.

STRATEGIES

Continue the ongoing initiatives to encourage teams within the University Libraries **to communicate openly** and to share staff, equipment, and intellectual resources towards fulfilling the common goals of the Libraries

- Diffuse team-building training activities from Library Management Group through teams and work groups
- Expand cross-training opportunities for staff
- Encourage teams to continue to develop joint programs with other teams

Strengthen the University Libraries' ties with the School of Information Sciences, Computing and Telecommunications units, the Division of Continuing Education, the Law Library, Preston Medical Library, MTAS Information Center, McClung Museum, the Center for Telecommunications and Video, and all other UT System libraries

- Develop cooperative collection development agreements
- Provide access to records of holdings of these collections in the new OLIS
- Propose joint projects involving staff and faculty from these various units
- Participate in School of Information Sciences recruiting efforts
- Create opportunities for the staff of these various units to receive advanced continuing education opportunities from each other

Develop and strengthen partnerships with academic enterprises at the University

- Explore new ways to meet specific information needs in departments and colleges
- Begin exploration of ways to promote recognition within the University that the need for information competency is as vital as the need for writing competency

Support and implement priorities developed by **UTK's Information Alliance** with the University of Kentucky (UK)

- Seek grant funding for developmental and demonstration activities
- Meet regularly with UK counterparts to assess progress and adjust goals and strategies

Strengthen collaborative relationships with Martin Marietta Energy Systems, Tennessee Valley Authority, and the Tennessee Board of Regents institutions and work with other university, college, public, school, corporate, and state librarians and libraries in the state and region

- Continue to provide leadership to establish a statewide library resource sharing network, both for traditional and electronic library services

- Create opportunities for students enrolled in distance education programs across the state to receive superior library service from a library most convenient to them irrespective of the institution in which they are enrolled

- Explore new alliance opportunities with Vanderbilt

- Establish mutually beneficial relationships with corporations and other for-profit institutions

- Evaluate Research Libraries Group membership

- Participate vigorously in the activities of the Association of Research Libraries, the Center for Research Libraries, The Research Libraries Group, the Coalition for Networked Information, the Southeast Library Network, and other organizations in which we hold membership

Seek other opportunities for collaboration

FINANCIAL RESOURCES

VISION

New forms and increasing quantities of information resources are raising expectations and needs of library users. University faculty, students, and staff look to the University Libraries to provide both traditional and new information resources and supporting services. The University Libraries is committed to supplying the fullest range and highest levels of support possible. This vision is realizable only with additional sources of funding.

CONTEXT

The University's current goal stipulates that the Libraries rank in the second quartile of its Tennessee Higher Education Commission peers. Presently the Libraries resides near the bottom of its peer rankings. The rising cost of information experts and information resources, and the proliferation of technology-based sources continue to put financial pressures on the University Libraries. Funding must be increased if the Libraries is to provide the information services and resources required by the faculty and students of a modern, improving, research university. To achieve adequate levels of funding, the Libraries must identify and realize new sources of revenue.

STRATEGIES

Identify additional sources of funding

- From the State, through more effective emphasis on the importance of the University Libraries to the University's mission and its role in the enhancement of the University's and State's reputation

- From the University, through increased allocation of its funds

- Through partnerships and cooperative arrangements with colleges, departments, and other academic and non-academic units at UTK

- By participating vigorously in the 21st Century Campaign

- By completing a five-year strategic and financial plan for the Libraries

- By direct contact with potential donors

- By following leads provided by the Campaign Cabinet, Library Friends, and others

- By creating new opportunities to identify and target new prospects through events, publications, publicity, and other sources

- By speaking and meeting with community groups

- Through grant and contracting organizations

- By partnerships with organizations in the private sector

- By intensifying public relations efforts

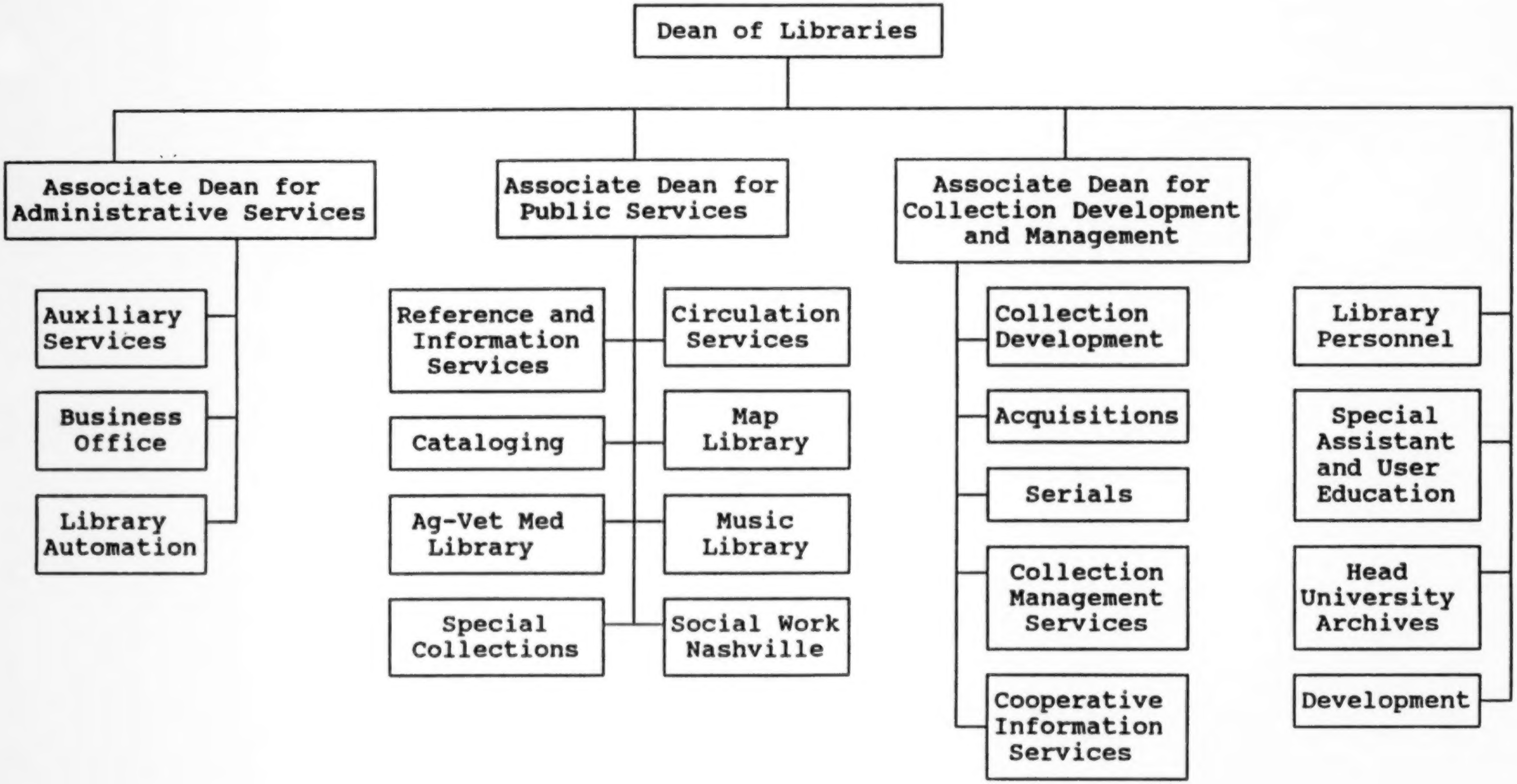
Optimize the use of allocated funds

- Issue and analyze financial reports on fund expenditures

- Evaluate the current allocations supporting the collection, operations, staffing and facilities

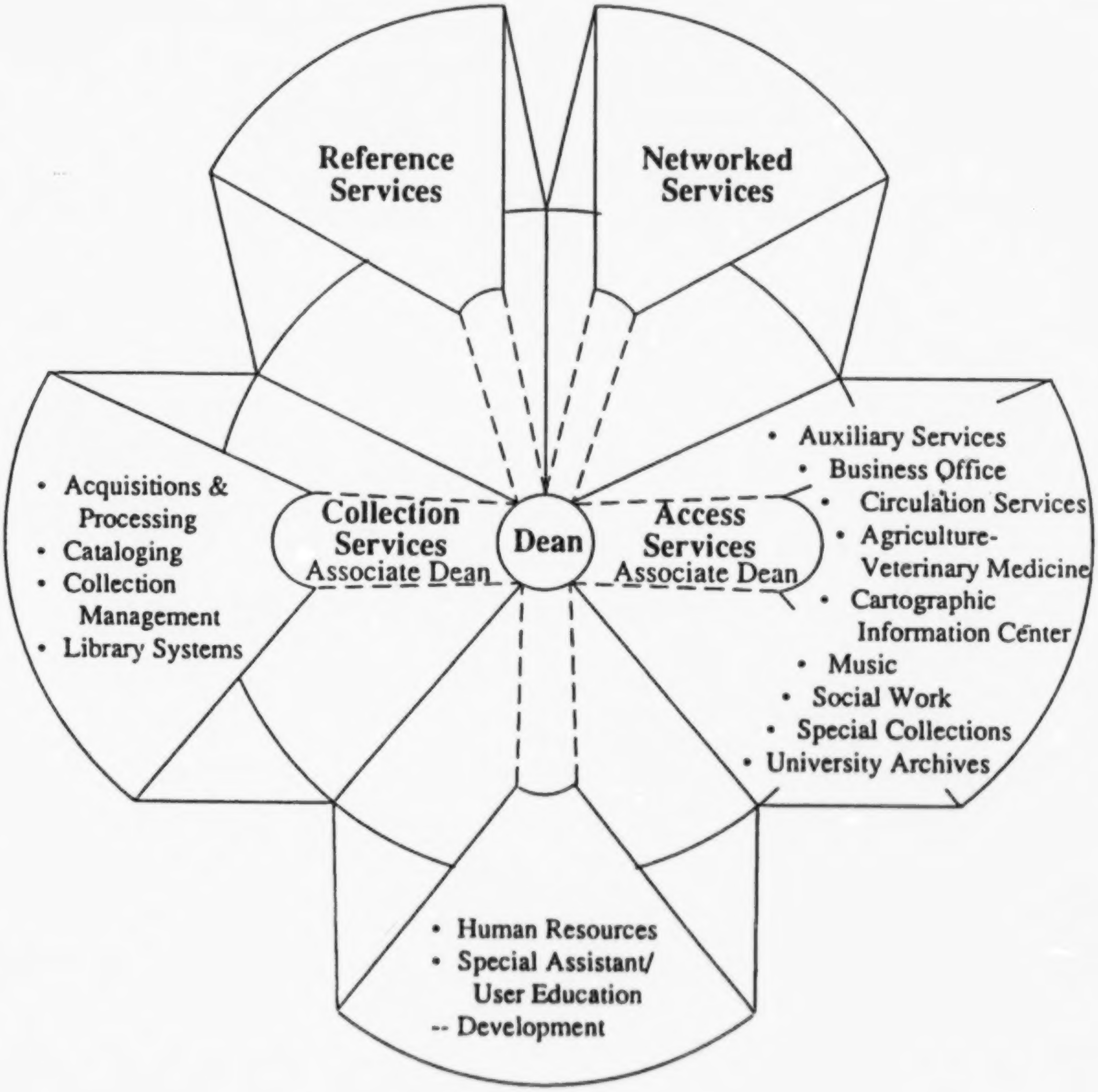
May 1990

LIBRARY ORGANIZATIONAL CHART


Dean of Libraries
Associate Dean for Administrative Services
Auxiliary Services
Business Office
Library Automation
Associate Dean for Public Services
Reference and Information Services
Circulation Services
Cataloging
Map Library
Ag-Vet Med Library
Music Library
Special Collections
Social Work Nashville
Associate Dean for Collection Development and Management
Collection Development
Acquisitions
Serials
Collection Management Services
Cooperative Information Services
Library Personnel
Special Assistant and User Education
Head University Archives
Development

April 1992

University Libraries
University of Tennessee, Knoxville


Reference Services
Networked Services
• Acquisitions & Processing
• Cataloging
• Collection Management
• Library Systems
Collection Services
Associate Dean
Dean
Access Services
Associate Dean
• Auxiliary Services
• Business Office
• Circulation Services
• Agriculture-Veterinary Medicine
• Cartographic Information Center
• Music
• Social Work
• Special Collections
• University Archives
• Human Resources
• Special Assistant/ User Education
-- Development

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

University Libraries
Office of the University Librarian
P.O. Box 90001, Blacksburg, VA 24062-9001
Phone: (703)231-5595 Fax: (703)231-7808

MEMORANDUM

To: Library Personnel

From: Joanne Eustis
Interim University Librarian

Subject: Restructuring Plan

Date: March 9, 1994

As mandated by the University Provost, the libraries is participating in the restructuring plans being formulated throughout the university community. Attached you will a copy of the plans we have developed.

These plans evolved after much discussion and debate among all library personnel. I sought input from all units and individuals. Our goal is now to respond to this document by developing an implementation strategy. Over the next few months each employee will play a vital role as we move forward to implement the plans outlined in the attached document.

I want to stress that these plans include change and I recognize that change can be challenging for an organization. We will all need to work together and provide mutual support as we make major shifts in our organizational structures.

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The University Libraries
PHASE II RESTRUCTURING PLAN

Introduction

Significant issues of many kinds challenge academic libraries today. The proliferation of information in both print and non-print, especially electronic formats, has enormous implications for collection development and information delivery. The changing relationships among campus information providers is forging an interdependence between libraries, computing, telecommunications, and media services operations. Given these changes in an environment of declining operating budgets, decreasing personnel resources, and finite space, academic libraries must seek new approaches to serving their community of users.

In response to Phase II planning, the University Libraries recognizes the need to reassess its organizational structure and the effectiveness of its delivery of services.

Planning Process

Each department submitted suggestions to the Interim University Librarian regarding organizational efficiencies. She then wrote a plan for discussion with the Vice President for Information Systems.

"Must Do" Issues

The Provost's second Phase II paper entitled, "Accepting Greater Responsibility for Our Own Destiny," defines the manner in which we must proceed. Our actions must be taken in the context of the University Libraries stated mission which is " . . . generating and disseminating knowledge through instruction, research, and public service to the Commonwealth of Virginia, the nation, and the international communities."

In order to accomplish this mission and consonant with a widespread national trend, the libraries must lay the foundation for a future which will support new methods of scholarly communication in teaching, learning, research, and public service. Our information medium is changing. Both our human and financial resources must be shifted much more expeditiously from an emphasis on ownership of information to an active involvement in the access, retrieval, and distribution of information. Therefore, in the spirit of Phase II, the University Libraries will restructure to take advantage of the opportunity provided by information technologies to serve more effectively, and more directly, the needs of this university.

In developing this plan we must:

- shift our focus from an archival role to providing on-site information delivery;
- increase productivity by eliminating fragmented work assignments and redundant tasks;
- provide ongoing training so that library personnel will be able to utilize and exploit the potential of information technologies;
- develop an organizational culture which emphasizes the necessity for library personnel to help the organization achieve its goals rather than perform a specific job;
- adopt a continuous improvement philosophy in order to consistently meet, even exceed, our users' expectations;
- work cooperatively and collaboratively with our colleagues in Information Systems;
- clarify expectations that all individuals, regardless of their place in the organization, will be evaluated on their ability to change, to learn, and to meet user needs;
- recognize that change for our organization and for ourselves must become an iterative process;
- support the delivery of information services to distance learning programs and their clients regardless of location.

To summarize, only by continually retraining and transforming ourselves and our organization will we be able to respond to the changing information environment.

To achieve this objective the following organizational changes will be made and the following initiatives will be pursued.

I. Defining Our Work: Providing Information and Services

1. Collection development responsibilities will be consolidated within a small number of selectors. This group will have ultimate responsibility, under the direction of the Principal Bibliographer, for the selection of information resources for the University Libraries. In addition to selection, they will respond to such major collection issues as access in addition to ownership; intellectual property rights; and cooperative/collaborative programs with other state, national, and regional institutions.

   We also will seek to expand our use of blanket order and approval plans in order to streamline much of the selection process. By ordering through pre-arranged plans, efficiencies can be achieved in the technical processing of these materials.

2. Reference services, currently within two departments, will be merged into a single unit headed by two librarians, one responsible for reference materials and services within Newman Library (including microforms and government documents collections/services) the other responsible for developing and providing distributed information services. They will work closely with the director of the Scholarly Communications Project.

   Librarians with primary responsibilities in this area will also conduct focus group interviews and develop strategies for transforming the provision of information to the user. The department will be responsible for the information literacy program. While knowledge of user needs is crucial, close ties will be maintained with library training and personnel staff to increase awareness and develop new means of instruction. With the construction of a second electronic classroom and media production lab, library personnel will be able to assist in the development of interactive programs that will enable faculty to enhance undergraduate instruction.

   The branch libraries will continue to report to the librarians heading the Reference Services Department. Services provided by the branches and the close working relationships they have established with their colleges and departments are a model to be emulated throughout the library system.

   The new configuration of reference services will include:

   - staffing reference desks with competent classified staff (information specialists) whose role will be to assess a patron's need and answer or refer questions, to provide instruction for the use of electronic resources, to create bibliographic handouts, to develop tutorials, and to teach classes;
   - allowing all librarians who express an interest to work 4-6 hours a week at a reference desk;
   - providing at least one subject-specific seminar on electronic sources for every academic department;
   - providing each college with at least 20 hours per week of on-site information/consulting service;
   - working with other Information Systems units to develop a campus-wide information system (CWIS) (currently in progress);
   - using consumer analysis techniques, we will increase our knowledge of specific user needs to ensure that services provided are patron centered.

3. Technical services departments will be merged into a single unit headed by two librarians, one responsible for the process of acquiring information and one to oversee the process by which this information is made available to the users. Efficiencies will be promoted by:

- establishing a monographic check-in unit that will verify receipt of materials, adjust the VTLS record accordingly, and send the materials for final processing;
- expanding the blanket order and approval plans (see 1, page 4) to include the provision of cataloging copy in machine-readable form along with the materials purchased, thus allowing immediate check-in of a high percentage of library purchases;
- decentralizing some cataloging functions into other areas of the libraries so that staff can both catalog and assist with non-cataloging tasks in these areas;
- reducing the amount of analysis given to the cataloging record;
- involving technical services personnel in the development and delivery of customized applications of information based on individual user needs.

4. The mail room will be transferred to Administrative Services. The mail room and library purchasing will be separate units, but will seek joint economies in student staffing and personnel scheduling. Some cross-training will allow staff to move between units as workload fluctuates.

5. Special Collections has changed its primary focus from internal library concerns to those of the university community and the public at large. The focus of special collections will be to:

   - develop cooperative ventures with other campus units such as the Public Relations Department where plans are already underway to jointly mount major exhibitions of special collection materials;
   - begin an active self-supporting publication program to generate name recognition and exposure for the resources in the collection;
   - direct the electronic publishing of selected monographs;
   - work with the newly formed Friends of the Library group to assist with fund raising, sponsor events, and coordinate a volunteer program for the library;
   - scan and digitize some of the unique collections both for wider distribution and for preservation.

6. Access Services and Administrative Services will eliminate redundancies and simplify procedures by establishing a single service for interlibrary loan, document delivery, photocopy, and the Virginia Tech Information Center (VTIC). These services will be consolidated into a new services area to be constructed on the first floor of Newman Library. New opportunities for document delivery will be pursued with the development of a campus-wide infrastructure.

   In addition, copyright/intellectual properties/royalty management expertise will be developed in order to accommodate the new information model. The soon-to-be-constructed storage facility will make it possible to provide fast and efficient access to materials for the university community.

7. The libraries' role in providing curriculum support will be expanded by establishing the Media Center, currently a part of the Access Services Department, as a separate department. As library materials are moved to the new storage facility, we will invite the Media Services unit of Information Systems to move all or a portion of their operations into Newman Library, occupying space contiguous to the Media Center and thereby creating a comprehensive learning resources facility. In proposing such a move there is no intent to dilute the autonomy of either unit but merely to make collaborative efforts possible through close physical proximity.

8. It is imperative to develop the skills we need to utilize new technology properly. In order for the University Libraries personnel to be successful in performing effectively in a new environment, three steps must be taken: 1) a larger investment in staff training and development, 2) an effort to create and support a culture of continuous learning, and 3) a sense of personal responsibility for learning and for updating skills. A significant investment will be committed to training and development to provide the skills needed for the new information environment.

II. Projects and Progress

1. In 1989 the **Scholarly Communications Project** was established to pioneer in electronic communication of scholarly materials. The Project provides scholars with a faster way to disseminate the results of their research and, therefore, a faster way for students, teachers, and researchers to retrieve information in their related fields of study. In addition, the project provides various opportunities for the library to explore electronic publications 1) as a potential solution to its concerns about the rapidly increasing costs of serials subscriptions and their impact on the library's materials budget; 2) as a way to begin to address the growing number of publications to be stored and accessed on-site and in off-site library facilities; and 3) as it affords the opportunity to address concerns about the library's continuing role as a source of information when the information becomes too expensive or the library cannot readily provide access to remote materials. The goals of the Scholarly Communications Project are to bring the library directly into the information provider's role and to explore through experimentation electronic publishing options.

   The Scholarly Communication Project will continue to expand its electronic publishing role to further electronic publishing within the university community. The pioneering efforts of the project include publishing three electronic journals and *Spectrum*, the abstracts of a fourth, and the raw data of a fifth. In addition, the project has helped editors get involved in the electronic publishing process and assisted subscribers and libraries to make use of the information. Experimentation is a principal activity of the project. To continue these efforts additional resources will be allocated to it.

2. The **New Media Center Program** will be a highly specialized lab for high-end new media development. It will support the Faculty Instructional Development Initiative on campus, provide critical access to students and be an open resource for the community to develop new media products for the "Electronic Village" project. The Center will hold a collection of resources for the campus and community to experiment with new media technologies, create prototypes, and serve as a classroom for specialized training.

3. The **Collegiate Librarian Initiative** will be expanded as outlined in the section on reference services. Each academic department will continue to have a librarian liaison. Although most of these librarians will not have formal collection development responsibility, they will contribute to selection in significant ways. Their chief responsibility will be to provide instructional and consultation services to their respective departments. These services will focus on new technologies, electronic access to information, and assisting faculty members in integrating these resources into their teaching.

4. The **Virtual Library Initiative**, funded through the SCHEV grant, has been awarded to the doctoral-granting state institutions. This funding will enable these institutions to establish a virtual library for the Commonwealth of Virginia--a library which will be developed using information technology to enable effective sharing of resources. The initiative will provide a significant information infrastructure, extending the reach of our campus community. The program has been funded at $5.5 million. Discussions begin on 11 March in Fredericksburg as to which components of the proposal will be assigned to each institution.

5. The University Libraries are part of the **Support for Agricultural Restructuring in Albania (SARA) Project**, a multi-year, federally funded endeavor which includes upgrading the library at the Agricultural University of Tirana. At least two librarians from Blacksburg will be consultants for the SARA Project, advising on such library matters as collection development, appropriate technologies, and staff training.

6. Pending approval of funding for a new Northern Virginia Graduate Center, the University Libraries, in collaboration with the library at the University of Virginia, will plan an increased emphasis on the delivery of information services to the center. The enhanced services will be delivered primarily through electronic means to the faculty and students at the center.

Conclusion

No one would seek to re-engineer existing operations without first assessing the efficiency and potential for long-term gain. Some of our current non-value-adding processes are more suitable candidates for elimination than for streamlining or automating. We will make a point of identifying these processes across departmental lines and between Newman and the branch libraries.

- Cataloging efforts will focus on the creation of original cataloging records and/or the upgrading of unacceptable records for the local and national databases, on the conversion of records for all library materials into machine-readable form, and on timely maintenance of the libraries' database, eliminating labor-intensive, duplicative work in these areas.

- Every collegiate department will have a library liaison to assist with information needs relevant to the programs of instruction.

- Reference librarians' responsibilities will be restructured to allow more time for instructional efforts, for designing customized information applications, and for responding to the complex reference needs of the university community.

- Our collection strengths not only will be measured in resident volumes but also in access to information, the equivalent of "collection development" in the online environment.

The evolution in scholarly communications through electronic media will be ongoing and will become more intense. Successful libraries will be those best exploiting information technologies. The University Libraries, through the reallocation of resources, restructuring, retraining, and new initiatives described in this document will be able to provide knowledgeable staff to meet the information needs of the academic community, now and in the future.

JDE 3/9/94

SYSTEMS AND PROCEDURES EXCHANGE CENTER

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